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ABSTRACT

The Department of Education for Nova Scotia schools prescribed this program guide containing instructions, information, and references for teachers K-12. The guide outlines: 1) required and elective subjects and courses for each grade level, and, 2) instructional materials required for each course. Programs offered are general education for elementary grades with emphasis on language arts, distributed education for junior high grades, and, for students to select from, university preparation, general, and business education for secondary grades. Teachers are invited to use Nova Scotia school telecasts designed for K-12 level programs. Suggested time allotments at each grade level are included for guidance in determining the desired emphasis to be given to each of the different courses comprising the program. Instructional materials listed include manuals, teaching guides, textbooks and workbooks. Additional features include: new authorized books available July 1971; Le Programme Francais Des Ecoles Acadiennes -- primarire; authorized textbooks for auxiliary classes; and an appendix on special courses for credit. (Author/SJM)

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PROGRAM OF STUDIES IN THE SCHOOLS OF NOVA SCOTIA

1971—1972

SD002 196

The Department of Education Halifax

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PROGRAM OF STUDIES

in the

SCHOOLS OF NOVA SCOTIA

1971-72

DEPARTMENT OF EDUCATION
HALIFAX

1971

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This bulletin contains

1. Instructions regarding the programs for elementary, junior high school and senior high school grades.

2. For each grade level, a statement of required and elective subjects and courses.

3. For each subject or course, a list of the instructional materials provided, including textbooks, workbooks, manuals, and teaching guides, with specific information, such as minimum requirements, relating to each course. It also gives suggested time allotments.

4. Regulations about distribution and care of textbooks.

A price list of all authorized books and supplementary material not stocked by the School Book Bureau may be obtained on request from the Supervisor, Nova Scotia School Book Bureau, P. O. Box 2105, Halifax.

Every teacher

must know and make use of all the information and references in this bulletin that apply to his teaching responsibilities. Every teacher must also understand the educational program of which his teaching responsibility is a part. This bulletin is designed to help with such understanding.

Textbooks

Every pupil is entitled to the use of a copy of each authorized textbook and workbook according to course and program requirements. Some textbooks and workbooks may be issued to individual pupils; others are to be used as classroom sets.

All books provided for use in the grades from Primary to Grade 8 belong to the Department of Education and the school board of the district in which the books are issued. All books provided for use in Grades 9 to 12 belong to the Department of Education. At the end of the year all books must be returned in good condition. Those issued to individual pupils must also be returned if a pupil leaves school or is transferred to another school during the school year.

Among texts designated as classroom sets, the following may be taken from the schools only with the written permission of the Inspector of Schools: Basal and co-basal readers of Primary Grade to Grade 6 levels; Arithmetic workbooks of Primary Grade to Grade 2 levels inclusive.

Principals and teachers must keep accurate and complete records of the text books issued to the schools. A book is provided for this purpose. With every shipment of books from the Nova Scotia School Book Bureau, labels are sent. A label must be put in every new book.

Teachers must instruct pupils in the proper care of books. Special attention must be given to these points:

1. New books should be opened carefully. Pages should be bent at the back of the book so that the spine, binding and sewing are not damaged.

2. All books must be kept clean. Book covers are useful for this purpose.

3. Students must not mark in books issued to them or rented to them by the school. Marks include the writing of names. Identification labels must be used for this purpose.

4. Books must be handled with care at all times both in the school and when taken from the school.

Development of a sense of responsibility for public property is one valid reason for care in this matter. Another is avoiding waste which can seriously delay and hinder updating of and extending of resources for program development.

New Authorized Books

Books listed below have been authorized for use as indicated, beginning with the school year 1971-72. These books will not be available for general distribution to schools from the Nova Scotia School Book Bureau before July 1, 1971. Titles of new books are marked elsewhere in this bulletin with an asterisk.

Primary Grade and Grade 1

Textbooks and guidebooks of a co-basal reading series to be selected from among several authorized series. See listing in order form.

Grades 4, 5

Teacher and pupil reference and resource books and guides for the classroom science program, to be selected from an authorized listing. See listing in order form.

Grades 4, 5, 6

* *Growing With Music,* Books 4 and 5
* *The Magic of Music,* Book 6
* 1 class set of each per school replacing *The Canadian Singer* in some schools.

Grade 7

Beckoning Trails (new edition)
or
Safaris
or
Reach for Stars
Teacher's book for each

Grade 8

En Français s'il vous plaît.

Grade 9

Learning English

Grades 7, 8

English Broadsheets with guidebook (Teachers only)

Grades 7 – 9

Shadow of a Bull
Wrinkle in Time

Grades 8, 9

Discovering Music Together, Book 8
Music for Listening records L800, L801, L802
Happenings and *Steel and Summer Rain*
or
Black, Bright and Grey
or
Magic Casements
Short Story Magic
or
Short Stories of Distinction
Invitation to Drama
or
Beyond the Footlights
Magic of Myth and Legend
The Kon-Tiki Expedition

Grade 10

Ici On Parle Français, level 4
Teacher's text
Student's text
Student's exercise book
Wall charts
or
Cours Elémentaire de Français
Teacher's text
Student's text
or
Le Français International
Teacher's text
Student's text
Workbook
Set of filmstrips
or
Voix et Images de France, 2ième degré
Teacher's text
Student's text
Set of filmstrips
Set of tapes

Westward to Asia
Booklets - *The Middle East*
India and Pakistan
China
Southeast Asia

Grade 11

Ici On Parle Français, Level 5
Teacher's text
Student's text
Student's text and key
or
Le Français International, level 2, part 2
Teacher's text
Student's text
Workbook
Set of filmstrips
or
Voix et Images de France, 2ième degré
Teacher's text
Student's text
Set of filmstrips
Set of tapes

or
Cours Moyen de Français
Teacher's text
Student's text and key

Latin for Canadian Schools

Chemistry, A Modern Course

or

Modern Chemistry

Grade 11 General

General Mathematics, Book II

The Elementary School Program

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The Elementary School Program

Following is a list of teaching guides for the elementary school program. These guides are mentioned in the directives for each subject. Teachers must refer to these guides for objectives, sample unit outlines, recommended procedures, and activities. Copies of the guides may be obtained from divisional inspectors on request of principals or supervisors.

Teaching Suggestions for the Primary Grade

Aspects of Language Arts, Elementary School Program
(1) Manuscript and Cursive Writing
(2) Speech and Drama
(3) Literature

Arithmetic: Supplement to the Teaching Guide, Primary – Grade 3

Arithmetic: Teaching Guide, Grades 4, 5, 6 Program.

Atlantic Provinces Elementary Mathematics Course Guide

Science: Primary – Grade 2

Science: Grades 3 – 6

Social Studies: Primary – Grade 6

Elementary School Health Program

Physical Activities for the Primary Grades (Primary Grade to Grade 3 levels)

Physical Education: Grades 4, 5, 6

Elementary Physical Education: Handbook for Teachers

Music: Guide for Threshold to Music Lessons 1 – 12.

Music: Guide for Threshold to Music Lessons 13 – 22.

Art: Primary – Grade 6

See also ETV guides below.

Each teacher should have and use those guides which relate to subjects and grade levels with which he is directly concerned and should secure access to others for reference as needed.

Nova Scotia School Television

Teachers are invited to use the school telecasts designed for elementary grade level programs, To be offered this year are:

Science - Grades 3 and 4 and Grades 5 and 6 levels (1 double series)

Art - Primary Grade level; Grade 1 level; Grades 2 and 3 levels: Grades 4 to 6 levels. (4 series)

Social Studies - Primary Grade and Grade 1 level; Grades 2 and 3 levels; Grades 4 and 5 levels. (4 series)

Study guides may be obtained on request from Nova Scotia School Television, P.O. Box 578, Halifax, Nova Scotia.

Further information concerning these telecasts will be available in appropriate editions of *Education Nova Scotia,* and the *Atlantic School Broadcast Manual,* and P and I Release No. W - 9, 1970 - 71.

Time Allotments

Time allotments indicated are for guidance in determining emphases in program planning. They are not intended to suggest organizational or timetable patterns which interfere with the natural interrelating and co-ordinating of aspects of several subject areas in most activities in all elementary school classrooms.

THE PRIMARY GRADE

Courses	Time Allotment
Language Arts (including the activities in science, social studies, music, art, health education and physical education)	85%
Number Work	15%

GRADES 1, 2, 3

Courses	Time Allotment
Language Arts (including social studies activities)	55%
Science	10%
Arithmetic	15%
Health Education and Physical Education	10%
Music and Art	10%

GRADES 4, 5, 6

Courses	Time Allotment
Language Arts	40%
Social Studies	10%
Science	10%
Arithmetic	20%
Health Education and Physical Education	10%
Music and Art	10%

Language Arts

To meet the individual and developing language needs and interests of children, the language arts program is an activity-centered communications program providing many experiences which involve the children in meaningful practical and creative use of language. To ensure the continuous progress of each child toward better and more satisfying use of the tools of speaking, listening, reading and writing the program in each classroom and school must be flexibly planned and individualized as fully as possible.

Teaching Guides

Language Skills in Elementary Education is provided as a basic reference for the co-operative shaping of language arts programs and as a resource in planning specific classroom activities.* The copies of this resource book in each school are for shared use by all teachers.

A series of pamphlet guides *Aspects of Language Arts, Elementary School Program* and the teachers' manuals or editions of the basal and co-basal reading series and of the spelling series will be used as applicable by teachers at all grade levels from Primary to Grade 6 to complement this basic teacher's book.

Developmental Reading

Sound policies in allocating pupils to classrooms, careful and flexible grouping for instruction, efficient planning for co-operative use of instructional materials can insure a continuous developmental program in which each pupil may use the prescribed materials at the time suited to his developing abilities and needs.

The lists of basal and co-basal materials in this book and in related order forms and directives are arranged to indicate the sequence in which the various components are designed to be used. Grade placement of all materials is to be considered flexible. Accordingly all readers, with related materials, are to be kept as class sets and used in any classrooms as required to provide for continuous development of reading skills of individual children.

*Supply of this reference originally issued was approximately one copy for each two teachers. Further copies were issued in 1970 – 1971.

Beginning Reading - Primary Grade and Grade 1

There will be optional schemes for beginning reading in the 1971 - 72 term.

Scheme A will continue use of Ginn Basic Readers in the basal program for all children with a second selected series for use as a co-basal.

Scheme B will use a selected new series in the basal program with Ginn Basic Readers as a co-basal.

Framework for electing Scheme B, procedures for preliminary study of authorized series among which second series may be selected, and for ordering materials of the selected series, are defined in a special bulletin to be sent to schools.

Materials provided to all schools will include the basic readiness book and all first level readers, with related teachers' manuals, guides and kits of the basal series, and all first level readers with teachers' guides or manuals of the co - basal series.

For distribution purposes, the expendable basic readiness book will be provided in terms of the number of children enrolling in primary grade, and held for use by each child at that time during his first two years in school that he demonstrates readiness to profit by its use.

All non - expendable readers, basal and co - basal, will be available as class sets, consisting of the lesser of 16 copies per Grade 1 level classroom or half the Grade 1 level enrolment. Additional copies may be requested for multi - grade class - rooms and other special circumstances.

For the 1971 - 72 term, schools may also secure, through regular ordering procedures, a full or part class supply of the expendable workbooks that accompany the Ginn Basic Readers, whether to be used as basal or co - basal.

Basic Reading - Grades 2 to 6 Levels

The authorized basal series for the developmental reading program in Grades 2 to 6 is the Canadian Ginn Basic Readers.

As in the beginning reading program, the non-expendable readers of Grades 2 to 6 levels, with related teacher manuals or editions, will be available in class sets, consisting of the lesser of 16 copies per grade level classroom or half the corresponding grade level enrolment. Additional copies may be requested for multigrade classrooms or other special circumstances.

For distribution, textbook requisition forms provide for ordering of each basal reader in terms of enrolment at the lowest grade level at which it will be used wholly or in part by most pupils and teachers. As class sets they are to be used in any classrooms as required. Reader workbooks may be ordered for individual pupils' use in the same way and provided for use by a pupil as needed whenever he is ready to use the reader to which it relates.

For the 1971-72 term schools may also secure, through regular ordering procedures, a full or part supply of the workbooks that accompany these basal readers.

Expendable workbooks should not be issued to an individual pupil unless or until it is determined that he will profit by use of the major proportion of its content.

A partial supply of selected co-basal readers of Grades 2 to 6 levels, with related manuals, has been provided for use in each school system. These are made available to meet specific classroom needs through the supervisory personnel responsible for planning for their effective use. Teachers should consult principals regarding co-basal materials as needed.

Books of the selected co-basal series may be used also in any classrooms to meet the needs of children requiring additional instruction and practice at various stages for satisfactory progress and to provide challenging materials for superior readers.

Reference List - Basal and Co-Basal Series, Grades 2 to 6

Canadian Ginn Basal Series:

Second Reader 1 – *We Are Neighbours* and teachers' edition or manual
My Do and Learn Book for *We Are Neighbours*

Second Reader 2 – *Around the Corner* and teachers' edition or manual
My Do and Learn Book for *Around the Corner*

Third Reader 1 – *Finding New Neighbours* and teachers' edition or manual
My Do and Learn Book for *Finding New Neighbours.*

Third Reader 2 – *Friends Far and Near* and teachers' edition or manual
My Do and Learn Book for *Friends Far and Near*

Fourth Reader – *Adventure Awaits* and teachers' manual
Workbook for *Adventure Awaits*

Fifth Reader – *Beyond the Horizon* and teachers' manual
Workbook for *Beyond the Horizon*

Sixth Reader – *New Worlds* and teachers' manual
Workbook for *New Worlds.*

Co-Basal Materials, Grades 2 and 3 levels

Sounds of Language Readers:
Second Reader – *Sounds of Laughter* and teachers' edition
Third Reader – *Sounds of the Storyteller* and teachers' edition

Young Canada Readers:
Book 4, *Magic and Make-Believe* and teachers' edition, Part 1, Part 2
Book 5, *Treats and Treasures* and teachers' edition, Part 1, Part 2

Canadian Reading Development:
Book 4, *Stories Old and New* and teachers' edition
Book 5, *Stories of Fun and Adventure* and teachers' edition

Co-Basal Materials, Grades 4, 5, 6 Levels

Canadian Basic Series:
Golden Spurs, Book 6, and teachers' guide
Story Caravan, Book 7, and teachers' guide
Argosy, Book 8 and teachers'guide

Young Canada Readers:
Young Canada Reader, Grade 4 and teachers' manual
Young Canada Reader, Grade 5 and teachers' manual
Young Canada Reader, Grade 6 and teachers' manual

New World Readers:
Over the Bridge, and teachers' manual
Under the North Star, and teachers' manual
My World and I, and teachers' manual

Canadian Heritage Readers:
Happy Highways, Book 4 and teachers' edition
Under Canadian Skies, Book 5, and teachers' edition
Broad Horizons, Book 6, and teachers' edition

Reference list - Basal and Co-basal Series, Primary Grade and Grade 1

Canadian Ginn Basic Readers:

Basic Readiness Book – *Fun With Tom and Betty*
Manual for teaching Reading Readiness Program

Pre-Primers – *My Little Red Story Book*
My Little Green Story Book
My Little Blue Story Book
My Do and Learn Book Primary
Teachers' Manual or edition for Pre-Primer Program

For reference listing of materials provided from selected second series, see special Release defining optional schemes for beginning reading and related special order forms.

Language, Spelling, Handwriting

The basic approach to developing abilities, desirable standards and enjoyment in speaking, listening and writing in elementary school is through classroom experiences which involve purposeful communication. The teacher text-manual *Language Skills in Elementary Education* and pamphlet guides for the *Aspects of Language Arts, Primary – 6* series are designed to provide practical suggestions for planning these experiences and for a somewhat changed approach and emphasis in developing understanding and appreciation of the structure and the use of English language.

The pupil text-workbooks in spelling, Grades 2 to 6 levels, provide for skill development in both spelling and handwriting. A supply of pupil desk-charts of manuscript lettering is provided for use by all teachers of Primary Grade and Grade 1. The pamphlet *Aspects of Language Arts, Primary – 6: (2) Manuscript and Cursive Writing* defines recommended uses of the desk charts and of the spelling text-workbooks in developing handwriting skills.

In these aspects of the program, as in reading, each child's readiness to begin use of specific materials provided should determine when he begins. His success in use of the materials should determine when he completes their use.

For distribution purposes only, books of the selected speller series are provided in terms of corresponding grade level enrolment. (Books of one series only are supplied to a school)

THE PRIMARY GRADE

Time Allotment: 85%, including related activities of science, social studies, music, art, health education, and physical education.

Teachers' Resource Book: *Language Skills in Elementary Education*

Teaching Guides

Aspects of Language Arts, Elementary Program: (1), (2), (3); Teaching Suggestions for the Primary Grade

Reading Readiness and Reading

Pupils' and teachers' books and guides. See directive and listing under developmental reading on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature*

Manuscript Writing

Pupils' guide: Desk chart of manuscript writing (if and when child is ready)

Teachers' guide: *Aspects of Language Arts, Elementary Program: (1) Manuscript and Cursive Writing.*

Oral Language

See teachers' editions and manuals listed under developmental reading, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature*

GRADE 1

Time Allotment: 55%, including related activities of social studies and science.

Teachers' Resource Book: *Language Skills in Elementary Education*

Reading Readiness and Reading

Pupils' and teachers' books and guides: See directive and listing under developmental reading on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature*

Manuscript Writing

Pupils' guide: Desk chart of manuscript writing.

Teachers' guide: *Aspects of Language Arts, Elementary Program: (1) Manuscript and Cursive Writing.*

Oral and Written Language

See the language arts in teaching guides, teachers' editions or manuals of the basal reading program, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature*

GRADE 2

Time Allotment: 55% , including related activities of social studies and science.

Teachers' resource book: *Language Skills in Elementary Education.*

Reading

Pupils' and teachers' books and guides: See directive and listing under developmental reading on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature*

Spelling and Writing (Manuscript and Cursive, if and when ready.)

Pupils' book: *Basic Goals in Spelling 2; OR Spelling 2; OR Spelling in the Language Arts 2.*

Teachers' book: *Teachers' edition of pupils' book.*

Oral and Written Language

See the teachers' manuals or editions of the basal reading program and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature.*

GRADE 3

Time Allotment: 55%, including related activities of social studies and science.

Teachers' resource book: *Language Skills in Elementary Education.*

Reading

Pupils' and teachers' books and guides. See directive and listing under developmental reading, on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature*

Spelling and Writing (Manuscript and Cursive)

Pupils' book: *Basic Goals in Spelling 3: OR Spelling 3: OR Spelling in the Language Arts 3.*

Teachers' book: Teachers' edition of pupils' book.

Oral and Written Language

See teachers' editions or manuals of basal reading program, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature.*

GRADE 4

Time Allotment: 40%

Teachers' resource book: *Language Skills in Elementary Education.*

Reading

Pupils' and teachers' books: See directive and listing under developmental reading on pages 14 to 17, and *Aspects of Language Arts, Elementary Program: (3) Literature.*

Spelling and Writing (Manuscript and Cursive)

Pupils' book: *Basic Goals in Spelling 4: OR Spelling 4: OR Spelling in the Language Arts 4,*

Teachers' book: Teachers' edition of pupils' book.

Oral and Written Language

See teachers' editions or manuals of basal reading program, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature.*

GRADE 5

Time Allotment: 40%

Teachers' resource book: *Language Skills in Elementary Education.*

Reading

Pupils' and teachers' books: See directive and listing under developmental reading on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature.*

Spelling and Writing (Manuscript and Cursive)

Pupils' book: *Basic Goals in Spelling 5; OR Spelling 5; OR Spelling in the Language Arts 5.*

Teachers' Book: Teachers' edition of pupils' book.

Oral and Written Language

See teachers' editions or manuals of basal reading program, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature.*

GRADE 6

Time Allotment: 40%

Teachers' resource book: *Language Skills in Elementary Education.*

Reading

Pupils' and teachers' books: See directive and listing under developmental reading on pages 14 to 17 and *Aspects of Language Arts, Elementary Program: (3) Literature.*

Spelling and Writing (Manuscript and Cursive)

Pupils' book: *Basic Goals in Spelling 6; OR Spelling 6; OR Spelling in the Language Arts 6.*

Teachers' book: Teachers' edition of pupils' book.

Oral and Written Language

See teachers' editions or manuals of basal reading program, and *Aspects of Language Arts, Elementary Program: (2) Speech and Drama, (3) Literature*

Social Studies

In the general objectives listed in the teaching guide *Social Studies, Primary-Grade 6* (Revised 1966) and in the suggested outcomes for each grade level of the program, the emphasis is on understanding and appreciation of the social world of family, community, province and country and on developing desirable standards of behavior and attitudes. Activities in social studies should be planned to promote these aims, and success in the program evaluated in terms of understanding and behavior rather than information acquired.

Time Allotments

No specific time allotments for Social Studies are designated for the Primary Grade to Grade 3 levels, For Grades 4, 5, and 6 the time allotment is l0 per cent.

Teaching Guides

Social Studies: Primary - Grade 6
Nova Scotia School Television Guides for Social Studies Programs
Primary and Grade l level
Grades 2 and 3 levels
Grades 4 and 5 levels

PRIMARY GRADE TO GRADE 4

See the teaching guides.

Activities in social studies should be closely co-ordinated with the language-development program and with aspects of art, music, etc.

GRADE 5

See the teaching guides.
Pupils' book: *Around our World*

Around Our World is provided for use as a supplement to and a reference for Part 2 of the course as outlined in the teaching guide: 'How People Live in Other Parts of the World'.

GRADE 6

See teaching guides.
Pupils' books: *The Geography of the Atlantic Provinces* (1965 Edition); *Nova Scotia – A Brief History.*

: geography and history textbooks are to be used as a reference and resource f[illegible] teaching - learning activities as recommended in the teaching guide. The textbooks should not constitute the course. In the history text, it is specifically recommended that use of Chapters 14, 16, 20, 21, 23, 24 and 25 be optional.

Arithmetic

The organization of the arithmetic program for Primary Grade, Grade 1 and Grade 2 levels is such that pupils must use the appropriate exercise in the workbook at the time the lesson is taught in class. For this reason it is recommended that the pupils' worksheets be removed from the book when completed and sent home for parent inspection. The workbooks are kept in school.

Each child should begin use of each workbook and text according to his readiness to begin it and complete it according to mastery of the skills it is designed to help develop.

Time Allotments

For Primary Grade to Grade 3 levels 15 per cent; for Grades 4, 5, and 6 levels 20 per cent.

Teaching Guides

Arithmetic: Supplement to Teaching Guide, Primary-Grade 3
Arithmetic: Grades 4, 5, 6 Program.
Atlantic Provinces Elementary Mathematics Course Guide

THE PRIMARY GRADE

Pupils' workbook: *Elementary School Mathematics K*
Teachers' book: *Elementary School Mathematics K, Teachers' Edition.*

GRADE 1

Pupils' workbook: *Elementary School Mathematics 1*
Teachers' book: *Elementary School Mathematics 1, Teachers' Edition.*

GRADE 2

Pupils' workbook: *Elementary School Mathematics 2*
Teachers' book: *Elementary School Mathematics 2, Teachers' Edition.*

GRADE 3

Pupils' book: *Elementary School Mathematics, Book 3*
Teachers' book:*Elementary School Mathematics, Book 3, Teachers' Edition.*

GRADE 4

Pupils' book: *Elementary School Mathematics 4.*
Teachers' book: *Elementary School Mathematics 4, Teachers' Edition.*

GRADE 5

Pupils' book: *Elementary School Mathematics 5.*
Teachers' book: *Elementary School Mathematics 5, Teachers' Edition.*

GRADE 6

Pupils' book: *Elementary School Mathematics 6.*
Teachers' book: *Elementary School Mathematics 6, Teachers' Edition.*

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Science

In the elementary school the goals of science teaching should reflect concern that children not only develop knowledge and understanding of the broad concepts but also that they gain skill in the processes and acquire the attitudes of science. It is important that science studies, like social studies, be related constantly to the local environment.

The science program will comprise largely experimenting, exploring, observing, discussing, with individual and group study and use of all available resource and reference materials. At Primary Grade to Grade 2 levels, activities should be closely co-ordinated with the language development program. One or two periods a week, however, should be planned as periods in which objectives of the science program will be of first importance. From Grade 3 to 6 levels more such periods may prove necessary or desirable.

For guidance in establishing specific content and procedures teachers should study the basic guides, teacher and pupil materials, and the science bulletins to be issued during 1971.

New Materials, Grade 4 and 5 Levels.

A special bulletin in Spring 1971 will provide detail regarding opportunity to select additional pupil and teacher books for the Grade 4 and 5 levels. These materials will be used in combination with a partial supply of the Heath Science texts now in the schools. Both texts and new materials will be used co-operatively as classroom resources for all classroom groups and teachers of these grade levels.

Time Allotments

For Grades 1 to 6 levels – 10%

Teaching Guides

Science: Primary – Grade 2
Science: Grades 3 – 6
Nova Scotia School Television Guides for Science Programs.
Grades 3 and 4 and Grades 5 and 6.
Elementary Science Bulletins, 1971.

THE PRIMARY GRADE

See the teaching guides.
Activities in science should be co-ordinated closely with the language development program.

GRADE 1

See the teaching guides.
Teachers' book: *Science for Work and Play 1, Teachers' Edition.*

Science should be correlated wherever possible with the language development program, and other subject areas as feasible.

GRADE 2

See the teaching guides.
Teachers' book: *Science for Here and Now, Teachers' Edition.*

GRADE 3

See the teaching guides.
Teachers' book: *Science Far and Near, Teachers' Edition.*

Although science should gradually be more specifically developed as a separate component of the program, it should continue to be correlated whenever possible with language development and other aspects of program.

GRADES 4 AND 5

See the teaching guides.

Pupils' and teachers' books: *Science in Your Life* and *Science in Our World* (partial supply of pupils' books and teachers' editions) and selected additional teacher and pupil books for classroom use. See special bulletins regarding intermediate science to be issued in 1971, and related special order form for listing.

GRADE 6

Pupils' book: *Science for Today and Tomorrow, Book 6*
Teachers' book: *Science for Today and Tomorrow, Book 6, Teachers' Edition.*

Health Education
Physical Education

The school health program has been designed jointly by the Department of Public Health and the Department of Education.

The purpose of the physical education program is to provide opportunities for the physical, social and emotional development of the child. It is through the use of physical activity that the program objectives are developed, with intelligent leadership being a necessary ingredient.

The program should be planned to meet the basic needs of the students with an eye to the development of total body awareness. Basic movement principles form the base, and the activities used should provide for a number of other learnings– getting along with other people, sharing equipment, developing self-discipline and self-confidence, etc. The program should include large and small muscle activity, activities with various types of equipment, tumbling, games, athletic skills, and rhythmics, with the degree of emphasis changing from primary-third grade level to the four-six grade level, as indicated in the program guides. The teacher's handbook is designed as a supplement to these guides.

Time Allotments – In Grades 1 to 6 – 10%.

Teaching Guides

Elementary School Health Program.

Physical Activities for the Primary Grades (for use in Grades Primary to 3).

Physical Education: Grades 4, 5, and 6.

Physical Education, Elementary Handbook for Teachers.

Health Services for Schools *(Education Office Gazette,* November, 1967).

GRADES PRIMARY TO 3

See the appropriate material in the teaching guides.

GRADES 4 TO 6

See the appropriate material in the teaching guides.

Music

The new music program is designed to provide a balanced, broad musical experience from Primary Grade through Grade 12. The chief aims are the development of an aesthetic response, good musical taste and discrimination, together with an understanding of as many as possible of those diverse elements embodied in the term 'music'.

The first year charts, which comprise part of the materials, are provided for each classroom of Primary and Grade 1 levels on request by the superintendent or supervisor. The second year charts will be provided for each Grade 2 level classroom on request, and the third year charts for each Grade 3 level classroom on request. These charts are interchangeable among classrooms in a school.

Pupils' books for Grade 4, 5, and 6 levels have been issued on the basis of one classroom set per school for each grade. These books are not to be issued to individual pupils.

Time Allotment: For music and art Grades 1 to 6 - 10%: hence a minimum of approximately 5 per cent of class time to be devoted to music at Grade 1 through 6 levels. In these grade levels, as in Primary Grade, music activities may form an integral part of language development and other aspects of the program.

Teaching Guides

Teachers' Manuals for *Threshold to Music, Hand Singing and other Techniques* and *Pentatonic Songs for Young Children* are available to teachers for Grades Primary to 3 on request. (One copy per teacher).

GRADES PRIMARY TO 3

See the teaching guides.

Pupil's book (*1 classroom set per school) - *Growing with Music,* Book 3, (Canadian Edition).

Teachers' books and charts: *Threshold to Music* - Manual, Experience Charts lst, 2nd, and 3rd years; *Pentatonic Songs for Young Children; Hand Singing and Other Techniques.*

All books and charts are to be considered interchangeable among classrooms and grade levels.

* Size of a 'classroom set' is determined by the number of pupils in the largest single classroom.

GRADES 4 TO 6

Pupils' books: *The Canadian Singer,* Books 4, 5, and 6
*or *Growing With Music,* Books 4, 5; *The Magic of Music,* Book 6 (1 Classroom set per school).

Teachers' books: Teachers' Guides and Accompaniment for *The Canadian Singer,* Books 4, 5, 6.

*or Teachers' Editions of *Growing with Music,* Books 4, 5; *The Magic of Music,* Book 6 (1 of each per school)

*Most schools will use *The Canadian Singer,* Books 4, 5, 6. *Growing With Music,* 4, 5, and/or *The Magic of Music,* 6 will be supplied to schools having (a) no copies of *The Canadian Singer,* or (b) insufficient copies of *The Canadian Singer* to make a classroom set of a particular text.

Books numbered 4, 5, and 6 are to be considered interchangeable among grade levels. For purposes of distribution only they will be designated as Book 4 for Grade 4, Book 5 for Grade 5, Book 6 for Grade 6.

Special Note Re Ordering

Schools having insufficient copies to make up class sets of one or more levels of the *Canadian Singer* or lacking items listed for Grades Primary to 3 should request from the School Book Bureau a special order form for music books.

Schools supplied with class sets of *Growing With Music,* 4, 5, and/or *Magic of Music* 6 should retain copies of *the Canadian Singer* for use as supplementary material.

Art

The purpose of art education is to develop visual literacy and aesthetic sensitivity in all pupils. The art program should require the child to produce ideas, to solve problems, to work in varied media, and to become knowledgeable about works of art.

Nine basic areas of concentration can be suggested in the visual arts: (1) drawing and painting: (2) printmaking: (3) sculpture and modelling: (4) architecture and construction: (5) visual communication (advertising, illustration and graphic design); (6) costuming and decoration; (7) ceramics; (8) art history, appreciation or criticism; and (9) stitchery, textiles and weaving.

The teaching guide establishes certain terms of reference and contains a variety of activities in basic areas. The teacher is expected to use her intuitiveness, imagination, and resourcefulness in planning activities in variety and number beyond what can be contained in a guide, and suitable for the children she teaches.

The teacher, when using the guide *Art: Primary to Six* can expand on the activities listed. She can devise associated problems adjusted in complexity for the age and development of individuals, and she can and should relate the problems to other curriculum areas.

Time Allotment

A minimum of approximately five per cent of total class time is to be devoted to art at Grades Primary through 6 levels. At these grade levels, as in Primary Grade, art activities may form an integral part of language development and other aspects of the program.

Teaching Guides

Art, Primary to Six (1969 edition)

Nova Scotia School Television programs and teaching guides in art - Grade 1 level, Grades 2 and 3 levels, Grades 4 to 6 levels.

GRADES PRIMARY TO 6

See the teaching guides.

The Junior High School Program

The Junior High School Program

The following teaching guides apply to the program in Grades 7-9. Every teacher must have and follow the guides for his subject or subjects. Guides may be obtained on request of principals from divisional inspectors of schools.

Teaching Guides

Mathematics: Grades 7-8
Civics and Citizenship: Grades 7-9
Aspects of English: Grades 7-9
1. The Novel in Junior High School
2. Developmental Reading, Grades 7-9

French: Grades 7-9
History: Grades 7-9
School Health Program: Grades 7-9
(1971 Revision)
Social Studies: Grades 7-9
Science: Grades 7-9
Classics: Grades 9-12
Art: Grades 7-9
Industrial Arts
Woodworking
Power Mechanics
General Metals
Electricity and Electronics
Physical Education: Part 1 - Aims and Objectives, Organization and Administration. Part II Instructional guides on individual, dual and group activities.

School Health Program, a statement formulated by the Department of Public Health and the Department of Education, is important to all teachers (see *Education Office Gazette,* March, 1965.)

See also 'Health Services for Schools' in the *Education Office Gazette* for November, 1967.

Alcohol Education

Teaching guides in alcohol education for high school grades have been distributed to schools. The guide for junior high school shows how teaching about the alcohol problem may be integrated with activities in health, science, and guidance.

Nova Scotia School Television

Teachers are invited to use the telecasts provided for levels 1 and 2 French (Grades 7 and 8) and Grade 9 French, and the science telecasts for junior high school. Some programs in the new 'Adventures in Mathematics' series may be selected for use at the Grade 9 level, Consult the lesson guide for the 'Adventures in Mathematics' series to ascertain which telecasts you wish to use.

Teachers wishing study guides and other supplementary material should write to Nova Scotia School Television, P. O. Box 578, Halifax, Nova Scotia.

Further information concerning these telecasts will be available in appropriate editions of *Education Nova Scotia,* the *Atlantic School Broadcast Manual* and P and I Release No. W-9, 1970 – 71.

Compulsory and Elective Subjects

Compulsory and elective subjects and the number of subjects required in Grades 7 to 9 are as follows:

Grade 7

The compulsory subjects of English, social studies, mathematics, science, health and physical education, and at least one of the elective subjects from music, French, industrial arts or home economics, art are required for a full year's work.

Grade 8

The compulsory subjects of English, social studies, mathematics, science, health and physical education, and at least one of the elective subjects from music, French, industrial arts or home economics, art are required for a full year's work.

Grade 9

The compulsory subjects of English, social studies, science, health and physical education, and at least two of the elective subjects from mathematics, music, Latin, French, industrial arts or home economics, art are required for a full year's work.

Time Allotments

Time allotments are for guidance in determining the emphasis to be given to the different courses which make up the program, and in preparing class time-tables. Class time should be computed on the basis of three per cent being equivalent to at least forty minutes per week. The allotment for each course includes all regular class time given to instruction and other learning activities. Minimum and maximum percentages are provided for some subjects to allow for adjustment of the program to meet the needs of pupils in various classrooms. Adjustments beyond those provided for in the allotment may be made where it can be demonstrated that it is to the educational advantage of pupils. When pupils of a class are taking a minimum number of courses, additional time should be alloted to those courses in which it is most needed by the pupils concerned.

GRADE 7

Course	Time Allotment
English	18% - 24%
Social Studies	15%
Mathematics	15% - 21%
Science	9%
Health and Physical Education	9%
Music	6% - 10%
French	9% - 12%
Industrial Arts or Home Economics	9% - 12%
Art	6% - 10%

GRADE 8

Course	Time Allotment
English	18% - 24%
Social Studies	15%
Mathematics	15% - 21%
Science	9%
Health and Physical Education	9%
French	6% - 12%
Industrial Arts or Home Economics	9% - 12%
Music	6% - 10%
Art	6% - 10%

GRADE 9

Course	Time Allotment
English	15% - 21%
Social Studies	15%
Science	9%
Health and Physical Education	9%
Mathematics	15%
French	9% - 12%
Latin	9%
Industrial Arts or Home Economics	9% - 12%
Music	6% - 10%
Art	6% - 10%

English

A variety of materials is provided for the English program in junior high school. While some books emphasize particular aspects of English, such as reading or spelling, it is hoped that the whole program can be integrated by the teacher into a total approach, with emphasis on the students' need to communicate effectively through language.

Teaching Guides

Aspects of English, Grades 7 to 9, Part I: The Novel in Junior High School
Guide to Resource Kit in English Composition.

Class sets of novels are provided for study. One novel is to be studied in each of the junior high years. Novels presently listed are: *A Land Divided, The Call of the Wild, A Hundred Million Francs, Two Against the North, The Incredible Journey , The Eagle of the Ninth, Shane, Swiftwater, Johhny Tremain, Barometer Rising, Shadow of a Bull*, A Wrinkle in Time*.*

One period per week should be designated in each class (Grades 7, 8 and 9) for specific instruction and practice in developmental reading. Students will thus be helped to acquire the mature reading abilities needed for critical andcreative reading, as well as for more advanced studies. A supply of *Advanced Skills in Reading, Books 1, 2 and 3,* is provided for use in these classes as needed. During this period, classes should use textbooks of other courses and such reference and resource materials as dictionaries, magazines and newspapers.

A resource kit is provided for teachers of English in Grades 7 and 8. Included in the kit are: *English Through Experience; A Folio for Writers; In Your Own Words I* or *Success in Writing II; Learning English,* and one set of *English Broadsheets I** with teachers' guidebook.

When language structure and usage are studied, the primary aim should be to make students aware of the ways in which the language really works, and sensitive to the many different kinds of English. Students can come to realize that language is a system, and that it can be explored and described in terms of its functioning. Any such study of language in junior high school is incidental to the real use of language, for a variety of purposes and in a variety of meaningful situations.

GRADE 7

Pupils' books:

Pupils' books: *Beckoning Trails* 1962 Edition)*, or *Safaris I* or Reach for Stars*, Basic Goals in Spelling, 7.*

*Titles of new books authorized for use beginning with the school year 1971-72 are marked with an asterisk throughout this bulletin.

Teachers' Books: *Safaris 1**, Teachers Edition, or guide to ***Beckoning Trails**** *or Reach for Stars*; Basic Goals in Spelling 7,* Teachers' Edition.

GRADE 8

Pupils' book: *Basic Goals in Spelling, 8*
Teachers' Book: *Basic, Goals in Spelling 8,* Teachers' Edition.

GRADE 9

Pupils' Book: *Learning English**

GRADE 8 and GRADE 9

It is intended that teachers choose units of literature for special emphasis each year, designing five units per year around such aspects of English as the novel, poetry, drama, short stories, non-fiction, mythology, and mass media. One unit (four to six weeks) of study related to the novel is expected each year. Class sets of the following materials are provided for use in other literature units of Grades 8 and 9.

Poetry	*Happenings** and *Steel and Summer Rain**
	or *Black, Bright and Grey**
	or *Magic Casements**
Short Story	*Short Story Magic**
	or *Short Stories of Distinction**
Drama	*Invitation to Drama**
	or *Beyond the Footlights**
Mythology	*Magic of Myth and Legend**
Non-Fiction	*The Kon-Tiki Expedition**

Social Studies

Teaching Guides

History: Grades 7 - 9 (1966)
Civics and Citizenship: Grades 7 - 9
Social Studies: Grades 7 - 9

Time Allotment

The time allotment for Social Studies in Grades 7-9 is 15%.

GRADE 7

Geography

Pupils' books: *Canada and Her Neighbors; Classroom Atlas.*
The section of *Canada and Her Neighbors* to be used in the course is from page 46, old edition, or page 52, new edition, to the end of book with a review of the Atlantic Provinces.

History

Pupils' books: *Canada in North America to 1800; Classroom Atlas.*

Civics

See content for Grade 7 in Teaching Guide.

GRADE 8

Geography

Pupils' books: *Southern Lands; Classroom Atlas.*

History

Pupils' books: *Canada in North America From 1800; Classroom Atlas.*

Civics

See content for Grade 8 in teaching guide.

GRADE 9

Geography

Pupils' books: *Eastward to Europe, Landscapes of Europe.*

It is not intended that the course should cover comprehensively the whole of Europe and the U.S.S.R., but rather a sample area to be studied in depth as representing the larger geographical region.

Realizing tnat there are essential differences among the various Scandinavian countries (and after a treatment of Scandinavia as a whole), a teacher

may well wish to study in depth the country of Sweden as representative of Fennoscandia, or alternatively to study the Hovin Farm (pages 59 - 71 in *Eastward to Europe)* as representative of a number of Norwegian Fiord farms.

History

Pupils' books: *The Great Heritage; Historical and Geographical Atlas.*

Civics

See content for Grade 9 in teaching guide.

Mathematics

In order to implement the philosophy of the comprehensive school program and in recognition of the varying needs and abilities of pupils in the junior high school, the following policy with respect to the teaching of mathematics will be followed.

In junior high school mathematics, the program for slow classes may be geared to completing the Grade 7 and 8 courses in 3 years–Grades 7, 8 and 9. Pupils in these classes where the work for Grade 7 and 8 is covered in 3 years should complete *Exploring Modern Mathematics,* Book 2, including Chapter 7 (Solving Equations), Chapter 8 (Polynomials), and Chapter 9 (Applied Problems, Conjunction of Equations), which comprise about one-third of the Grade 9 Algebra program.

If students require 3 years to complete the prescription which would be normally done in two years (Grades 7 and 8) the following courses of action are open:

1. They may enter the General Course in Mathematics at the Grade 10 level.

2. They may plan a high school program that does not include mathematics. This latter course of action should not be taken without an understanding of its implications.

3. If they wish to pursue the University Preparatory Program, they must arrange to complete *Algebra I* before beginning *Algebra II.*

In attempting to effect the adjustments suggested in the foregoing statement, school principals should take into account the competence of teachers handling these programs; and pupils should not be required to proceed at a slower pace because of a difficult teaching situation. Schools should counsel students carefully and, through their guidance facilities, be assured that any adjustment of pace is to the advantage of the student concerned.

Teaching Guide

Mathematics: Grade 7 and 8 (1966)

GRADE 7

Pupils' book: *Exploring Modern Mathematics, Book I*

The material for the course is Chapters I-VII, pages 1-345 inclusive.

The following sections will be optional:

Chapter 1: Egyptian Numeration
Roman Numeration
Babylonian Numeration
Hindu-Arabic Numeration

Chapter 2: The symbol %
Cardinal and Ordinal Numbers

Chapter 3: Diagonals of a Polygon
Convex and Concave Polygons

Chapter 4: Sieve of Eratosthenes
Goldback's Conjecture
Euclidean Algorithm

Teachers' book: *Exploring Modern Mathematics, Book I, Teachers' Edition.*

GRADE 8

Pupils' book: *Exploring Modern Mathematics, Book 2,* Chapters I - VI, pages 1 - 283 inclusive.

Teachers' book: *Exploring Modern Mathematics, Book 2, Teachers Edition.*

GRADE 9

Pupils' book: *Algebra I - A Modern Course* (Chapter 7 is not required; Chapter 11 is optional).

Teachers' book: *Algebra 1–A Modern Course, Teachers' Annotated Edition.*

Teachers are reminded that the Teachers' Annotated Edition of *Algebra 1, A Modern Course,* does not contain the revisions made in the pupils' edition of the book.

The prescription contained in the *Program of Studies* constitutes the basic course in Grade 9 algebra. It must be recognized, however, this course represents a more sophisticated level of reasoning and problem solving skills than has previously been expected in junior high school mathematics. Therefore, it must be normal teaching procedure to provide for ability groupings of pupils for instructional purposes, and for individual help where necessary.

The prescription is not too difficult for pupils of average and above average ability. However, with pupils of limited ability and with others whose achievement scores indicate a mathematics disability, it may be necessary to proceed more slowly, to provide more opportunities for avenues of insight, and to be selective in the choice of problems for practice. Teachers are cautioned against the use of heavy home assignments intended as remedial work for slower pupils. Without insight and understanding, an increase of the homework load can lead only to greater frustration.

Specifically for groups of pupils of limited ability the following adjustments may be made in the prescription:

Pages 28 - 34 – Memorization of formulae should not be required.
Pages 130 - 140 – A few problems from each section should be selected. More difficult problems should be omitted.
Pages 149 - 160 – May be omitted.
Pages 185 - 200 – Concepts should be taught thoroughly but only carefully selected exercises done.
Pages 314 - 319 – May be omitted.
Pages 322 - 336 – May be omitted.
Pages 369 - 403 – May be omitted.

Throughout the remainder of the textbook, teachers must use their discretion in choosing problems that are both as to quantity and difficulty appropriate to the abilities of the slower pupils.

It is desirable that, if at all possible, examinations should be adjusted to whatever ability groupings teachers have in their schools.

Science

Teaching Guide

Science, Grades 7 - 9 (1967)

GRADE 7

Pupils' book: *Exploring Science for the Space Age,* Units 1 to 4, 6,7.

Teachers' book: *Exploring Science for the Space Age, Teachers' Manual and Answer Key.*

GRADE 8

Pupils' book: *Understanding Science for the Space Age.*

Teachers' book: *Understanding Science for the Space Age, Teachers' Manual and Answer Key.*

GRADE 9

Pupils' book: *Science for the Space Age,* omitting Unit 4.

Teachers' book: *Science for the Space Age, Teachers' Manual.*

Health Education
Physical Education

Teaching Guides

Health Education: Grades 7 - 9

Physical Education: Part 1 – Aims, Objectives, Organization and Administration.

Physical Education: Part II – Instructional guides on individual, dual and group activities.

GRADE 7

Health Education

Pupils' book: *You're Growing Up.*

Teachers' book: *Guidebook for You're Growing Up.*

GRADE 8

Health Education

Pupils' Book: *Growing Up Healthily.*

GRADE 9

Health Education

Pupils' book: *A Sound Body.*

GRADES 7, 8 and 9

Physical Education

See the appropriate material from the teaching guide.

French

Although French is an elective in each of Grades 7, 8 and 9, all pupils who require or wish to take French in any higher grade should begin the work in Grade 7. In Grades 7, 8, and 9, forty per cent of the final mark is to be assigned to oral work. Of this forty per cent, ten per cent will be for dictation, ten per cent for aural comprehension, ten per cent for fundamental sounds (written), ten per cent for oral reading and conversation. The teaching guide *French: Grades 7 - 9* explains fully the oral part of the course. The use of French records and tape recordings as aids in developing aural comprehension and correct pronunciation is highly recommended.

Teaching Guide

French: Grades 7 - 9

GRADE 7

En français, s'il vous plaît. An audio-lingual program consisting of a Teachers' Manual, a song and test booklet, wall charts and tapes. Supplemented by accompanying television series.

GRADE 8

En français, s'il vous plaît. The second level of the audio-lingual program, initiated in Grade 7, consisting of a Teacher's Manual, a Pupil's Manual, a Pupil's Workbook, a set of wall charts and audio tapes. Supplemented by accompanying television series.

GRADE 9

Pupils' book: *Leçons Elémentaires de Français.*

In *Leçons Elémentaires de Français,* the material for the course is lessons 7 - 12 inclusive, with a review of previous work as necessary, Teachers may use *Contes Dramatiques,* copies of which should be in the school, as a source of sight reading but it should not be used as a translation prescription.

Latin

Teaching Guide

Classics: Grades 9 - 12

Notes for Teachers of Grade 9 Latin.

GRADE 9

Pupils' book: *Latin for Canadian Schools – A New Approach.* Chapters 1-13 inclusive, pages 1 - 90 inclusive.

Home Economics

Teaching Guides

Home Economics – Grade 7
Home Economics – Grade 8
Home Economics – Grade 9

These guides may be obtained from the Consultant, Home Economics, Department of Education, P. O. Box 578, Halifax.

In Grades 7, 8, and 9 three units are included in the course content:

Unit 1 – Home and Community Living
Unit 2 – Foods
Unit 3 – Clothing

Pupils' reference: Teen Guide to Homemaking
Your Home and You

GRADE 7

Pupils' book: *Teen Guide to Homemaking* (revised 1968)

Unit 1 – Home and Community Living:
Part 1, Chapters 1, 2, 3, 9,
Part 3, Chapters 17, 18

Unit 2 – Foods
Part 1, Chapter 4
Part 2, pp. 245 - 247
Part 3, Chapters 14, 15

Unit 3 – Clothing
Part 1, Chapters 6, 7, 8
Part 2, pp. 258 - 269

GRADE 8

Unit 1 – Home and Community Living:
Part 1, Chapters 10, 11, 12, 13
Part 3, Chapters 19, 20, 21

Unit 2 – Foods
Part 1, Chapters 4, 10
Part 2, pp 245 - 257
Part 3, Chapters 14, 15, 16

Unit 3 – Clothing
Part 1, Chapters 5, 6, 7 & 8
Part 2, pp. 258 - 270

GRADE 9

Three units are included in the course content:

Unit one – Home and Community Living
Unit two – Foods
Unit three – Clothing

All three units should be taught.

Pupils' book – *Your Home and You*

Home and Community Living – Chapters 1, 2, 3, 4, 15, 16, 17, 26, 27, 28, 29, 30

Foods – Chapters 5 – 14
Clothing – Chapters 18 - 25

Industrial Arts

Teaching Guides

Course outlines in the areas of Woods, Metals, Power Mechanics, Electricity and Graphic Communications have been distributed to the schools.

Pupil References

Hand and Machine Woodwork; Power Technology; General Metals; Introduction to Electricity and Electronics.

For information concerning a text for Graphic Communications contact the Consultant, Industrial Arts, Department of Education.

Art

Basic areas of concentration can be suggested in the visual arts: (1) drawing and painting; (2) printmaking; (3) sculpture and modelling; (4) architecture and construction; (5) interior and theatre design; (6) advertising, illustration, and graphic design; (7) costuming and decoration; (8) creative stitchery, textiles, and weaving; (9) ceramics; (10) art history, appreciation and criticism.

Teachers must be reasonably knowledgeable in these basic areas of concentration in order to conduct a successful art program with junior high school pupils.

Teaching Guides

See teaching guide – Art, Grades 7 - 9 (tentative edition, 1969).

Music

GRADES 7, 8 and 9

The new music program is employing *Discovering Music Together* *, Books 7 and 8, together with the Listening Records designed to accompany the texts. Sufficient copies of Books 7 and 8 are available at the present time (upon request) to supply one book per student.

Only one set of records will be supplied with each set of texts. Replacements of the records will not be made by the Department of Education.

Schools are requested to order only as many books as are actually needed.

The Senior High School Programs

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The Senior High School Programs

A. General Information

Programs offered in Grades 10 to 12 are a university preparatory program, a general program, and one - year and two - year business education programs. For permission to offer general courses a school must apply through its divisional inspector of schools to the Department of Education.

Alcohol Education

Teaching guides for alcohol education for senior high school grades have been distributed to schools. The guide for high school contains information and topics useful for discussion, debates, essays, and other activities.

Physical Education

It is recommended that an adequate program in Physical Education be included in the time table of all classes. See Teaching Guide: *Physical Education, Part I* – Aims and Objectives, Organization and Administration, *Part II* – Instructional guides on individual, dual and group activities.

Promotion Policies

Promotion by course should be the policy of the school rather than by grades. A pupil who fails to make satisfactory progress in a course, but who performs satisfactorily in others, should be permitted to take the course work of the next grade in those courses which he has passed.

Art, Crafts, Commercial Courses and Music

Instructions for credit in senior high school grades for study in art, crafts, commercial courses, and music in outside institutions or in the public schools are given in Appendix One of this bulletin.

Time Allotments

Time allotments indicated for each grade are for guidance in determining the emphasis to be given to the different courses which make up the program, and in preparing class time - tables. Class time should be computed on the basis of three percent being equivalent to at least forty minutes per week. The allotment for each course includes all regular class time given to instruction and other learning activities. Minimum and maximum percentages are provided for some subjects to allow for adjustment of the program to meet the needs of pupils in various classrooms. Adjustments beyond those provided for in allotments may be made where it can be demonstrated that it is to the educational advantage of pupils. When pupils of a class are taking the minimum number of courses, additional time should be allotted to those courses in which it is most needed by the pupils concerned.

Program Requirements

The compulsory courses of English, history and three other courses make up the full year's work for a high school program. Students of Acadian schools whose maternal language is French should take French, history and three other courses, one of which should be English.

The courses may be selected form the University Preparatory Program, the General Course Program, the Business Education Program, or a combination of these.

Successful completion of at least five courses per year throughout the three years of senior high school should be considered the minimum requirements for high school completion.

Students intending to enter post - secondary school institutions should choose subjects recognized as fulfilling entrance requirements. Guidance counsellors and others to whom this matter is of concern should keep abreast of post - secondary school institution requirements.

Course Numbering

Senior high school courses are numbered to conform to recommended nomenclature for information retrieval.

An eight digit system is employed. The first two digits indicate the subject, the third digit indicates the type of program, the fourth, fifth, and sixth digits specify the nature of the course and the last two digits indicate the year level at which the course is normally taught.

For the purposes of the Program of Studies, courses are indicated by the subject name and three digits of the course number: The *third digit* which indicates the type of program, and the *last two digits* which indicate the year level at which the course is normally taught.

Examples

Grade 12 History – *The North American Nations* in the University Preparatory Program.

15	0	812	12
History	University Preparatory	North American	Grade 12

History 15081212

Grade 12 History – *The North American Nations* in the University Preparatory Program will be shortened to:

History 012

Grade 10 History – *The Ancient and Medieval World* in the General Course Program:

15	1	883	10
History	General Course	Ancient and Medieval World	Grade 10

History 15188310

Grade 10 History – *The Ancient and Medieval World* in the General Course Program will be abbreviated to:

History 110

Grades 10 Algebra – *Algebra II, A Modern Course* in the University Preparatory Program.

11	0	310	10
Mathematics	University Preparatory	Algebra	Grade 10

Mathematics 11031010

Grade 10 Algebra – *Algebra II, a Modern Course* in the University Preparatory Program will be abbreviated to:

Algebra 010

Grade 11 Mathematics – *Occupational Mathematics* in the General Course .

11	1	500	11
Mathematics	General Course	Occupational	Grade 11

Mathematics 11150011

Grade 11 Mathematics – *Occupational Mathematics* in the General Course Program will be abbreviated to:

Mathematics 111

Nova Scotia School Television

Teachers are invited to use the school telecasts in Grade 10 Geometry and in 'Adventures in Mathematics' series for grades 9 - 12. Consult the lesson guide for the 'Adventures in Mathematics' series to ascertain which telecasts you wish to use.

Lesson Guides may be obtained on request from Nova Scotia School Television, P. O. Box 578, Halifax, Nova Scotia.

Further information concerning these telecasts will be available in appropriate editions of *Education Nova Scotia,* the *Atlantic School Broadcast Manual* and P and I Releases.

B. The University Preparatory Program

The compulsory courses of English and history and at least three other courses make up a full year's work for the university preparatory program. Physical education is not to be counted as one of the minimum five to make up a full year's work.

Students intending to enter university must be careful to choose subjects recognized as fulfilling university entrance requirements. Guidance counsellors and others to whom this matter is of concern should keep abreast of university entrance requirements. Although students in the university preparatory program may take and may profit by courses in home economics, industrial arts, and some commercial subjects, these courses do not count for university entrance. The course selections of students planning to attend university must be watched carefully by guidance and home - room teachers.

Time Allotments

GRADE 10

Course	Time Allotment
English 010	15%-21%
History 010	12%-15%
Geography 010	9%-12%
Science 010	12%
Mathematics 010	18%
Latin 010	12%
French 010	12%
German 010	12%
Home Economics 010	12%
Industrial Arts 010	12%
Physical Education 010	3%
Art 010	9%
Music, Crafts	

GRADE 11

Course	Time Allotment
English 011	18%-21%
History 011	12%-15%
Economics 011	9%-12%
Physics 011	12%-15%
Chemistry 011	12%-15%
Mathematics: Algebra and Geometry 011	18%
Latin 011	12%
French 011	12%
German 011	12%
Home Economics 011	15%-18%
Industrial Arts 011	12%
Physical Education 011	3%
Art 011	9%
Music, Crafts, Commercial Courses	

GRADE 12

Course	Time Allotment
English 012	18%-21%
History 012	12%-15%
Modern World Problems 012	12%-15%
Physics 012	12%
Chemistry 012	12%
Biology 012	12%
Geology 012	9%
Mathematics 012	18%
Latin 012	12%
French 012	12%
German 012	12%
Home Economics 012	15%-18%
Physical Education 012	3%
Art 012	9%
Music, Crafts, Commercial Courses	

Teaching Guides

How to Use 'Man's Search for Values'
How to Use 'Reflections'
Notes and Suggestions for Teachers of High School English.
Social Sciences: Grades 10 - 12
Modern World Problems: Grade 12
Economics: Grade 11
History, Grade 10: Suggestions for Teaching 'The Enduring Past'
Algebra: Grade 10
French: Grades 10 - 12
German: Grade 10
German: Grade 11
German: Grade 12
Classics: Grades 9 - 12
Biology: Grade 10
Biology: Grade 12
Physics: Grade 11
Physics: Grade 12
Chemistry Grades 11 and 12
Geology: Grade 12
Alcohol Education: Grades 10 - 12
Industrial Arts: Guides available from the office of the Supervisor of Industrial Arts.
Home Economics: Guides available from the office of the Consultant in Home Economics Education.
Physical Education, Grades 7 - 12: Part I –Aims and Objectives, Organization and Administration; Part II – Instructional guides on individual, dual and group activities.
Art I, II and III: Guides available from the office of the Consultant in Art, Department of Education.

C. The General Program

Schools must apply to the Department of Education, through the divisional inspectors of schools, for permission to offer the general program.

English, history, and at least three other courses for each of the three high school years are required to make up a complete general program. Physical education is not to be counted as one of the minimum five courses. General English and history may be taken with business education courses to make up a full year's work.

General course pupils may round out their year's work by taking a fifth and if advisable, a sixth course from: home economics, industrial arts, geography or art, as listed under the university preparatory program. In Grades 11 and 12, general course pupils, including boys, may round out their year's work by taking a course

or courses in typewriting or bookkeeping or both if such courses are appropriate to the vocational plans of the pupils concerned.

Time Allotments

GRADE 10

Course	Time Allotment
English 110	15%-21%
History 110	12%-15%
Science 110	12%-15%
Mathematics 110	12%-15%
Geography 110	9%-12%
Home Economics 110	12%-24%
Industrial Arts 110	12%-24%
Agriculture 110	12%
Physical Education 110	3%
Art 110	12%-15%
Music, Crafts	9%

GRADE 11

Course	Time Allotment
English 111	18%-21%
History 111	12%-15%
Science 111	15%-18%
Mathematics 111	15%-18%
Economics 111	9%-12%
Home Economics 111	15%-18%
Industrial Arts 111	12%
Agriculture 111	12%
Physical Education 111	3%
Art 111	12%-15%
Music, Crafts	9%

GRADE 12

Course	Time Allotment
English 112	18%-21%
History 112	12%-15%
Science 112	15%-18%
Mathematics 112	15%-18%
World Problems 112	9%-12%
Home Economics 112	15%-18%
Industrial Arts 112	12%
Physical Education 112	3%
Art 112	12%-20%
Music, Crafts	9%

For pupils taking a complete general program, English, history and at least three other courses are compulsory.

Teaching Guides

General English: Grades 10 - 12
General Mathematics: Grade 10
General History: Grades 10 - 12
Agriculture: Grade 10
Agriculture: Grade 11
Biology: Grade 10 (General)
Earth Science: Grade 11 (General)
General Science: Grades 10 - 12
Physical Education: Part I – Aims and Objectives, Organization and Administration; Part II: Instructional guides on individual, dual and group activities.
Home Economics: Guides available from the office of the Consultant, Home Economics Education.
Industrial Arts: Guides available from the office of the Consultant, Industrial Arts.
Modern World Problems – General Course
Art I, II, and III: Guides available from the office of the Consultant in Art.

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COURSES OF STUDY

English Programs

Teaching Guides

Notes and Suggestions for Teachers of High School English

How to Use *Man's Search for Values*

How to Use *Reflections*

General English: Grades 10 - 12

English 010 05077010

Pupils' books: *Three Shakespearean Plays,* Volume I (one play only suggested for study in depth); *I Remember Mama and Adventure Story* (one volume); *The Pearl; Far From the Madding Crowd; Golden Caravan* (selections only); *Reflections.*

Teachers' book: *Reflections*

Selectivity should be exercised in using *The Golden Caravan;* not all of it should be attempted.

English 110 05177010

Pupils' books: *Revised English Practice; Basic Spelling; Vanguard; Four Plays of Our Time.*

Teachers' books: *Teachers' Guidebook* to accompany *Vanguard; Tactics in Reading* (one kit per school, each kit containing 102 exercises);

Emphasis should be given to developing the students' skills of communication. Students can be helped to develop effectiveness in speaking, listening, reading, writing, (and even viewing) with a certain degree of maturity. Attention should be given to reading improvement programs wherever the need is indicated.

English 011 05077011

Pupils' books: *Three Shakespearean Plays, Volume II (Twelfth Night, Romeo and Juliet, The Merchant of Venice); All my Sons; She Stoops to Conquer; Pride and Prejudice; The Old Man and the Sea; Argosy to Adventure; Mastering Effective English* (for reference only)

Of *Three Shakespearean Plays,* the teacher, with his students, may decide which one is to be studied in depth.

It is recommended that teachers exercise considerable selectivity in using *Argosy to Adventure,* and that those selections be chosen which seem to answer the needs of particular groups.

English 111 05177011

Pupils' books: *Prose for Senior Students; Poems Worth Knowing; Pygmalion; Revised English Practice.*

Emphasis should be on the development of communications skills, including ease and clarity in using language for different purposes and in a variety of different situations. It is hoped that the texts provided can be supplemented with a variety of suitable contemporary materials.

English 012 05077012

Pupils' books: *Three Shakespearean Plays,* Volume III *(Hamlet, Macbeth, King Lear); Saint Joan; The Firstborn; Great Expectations; Lord of the Flies; Man's Search for Values; Sound and Sense.*

Of *Three Shakespearean Plays,* the teacher, with his students, may decide which one is preferred for study in depth.

Both *Saint Joan* and *The Firstborn* are recommended for study, but only one will be required for examination.

Both *Great Expectations* and *Lord of The Flies* will be required for examination.

There will be no question on the provincial English examination concerning specific selections from either *Man's Search for Values* or *Sound and Sense.* Questions will, however, test the creative abilities and critical insights developed by the use of such materials.

English 112 05177012

Pupils' books: *Lyric and Longer Poems; Short Stories II; Non-Fiction I; Richard II and Elizabeth the Queen* (*Elizabeth the Queen* only is required for examination); *Using Good English 12.*

The emphasis on personal growth through English, and on answering the human need to communicate effectively through language, remains of paramount importance. Materials provided should be used with discretion and enriched with a variety of materials from today's world, in order to give the English program the relevance and impact it needs.

Social Studies Programs

Teaching Guides

Social Sciences: Grades 10 - 12

History, Grade 10 – Suggestions for teaching *The Enduring Past*

History 010 15088610

Pupils' books: *The Enduring Past; Students' Study Manual for The Enduring Past; Historical and Geographical Atlas.*

Teachers' Book: *Teachers' Guide for The Enduring Past.*

History 110 15188310

Teaching Guide: General History: Grades 10 - 12

Pupils' book: *The Ancient and Medieval World.*

History 011 15088611

Pupils' book: *Modern Perspectives; Students' Study Guide for Modern Perspectives.*

History 111 15188611

Pupils' book: *Patterns in Time,* pages 204 to 422 inclusive.

During the course opportunities should be given to pupils to undertake individual and group projects and to prepare reports on areas of interest. Principles and movements underlying the development of modern nations should be emphasized.

History 012 15081212

Pupils' book: *The North American Nations;*

Democratic Government in Canada by MacGregor Dawson will no longer be supplied as a pupil's book. Copies in the school should be used by teachers and pupils as a reference to augment the study of Chapter 23 of *The North American Nations.*

History 112 15181412

Pupils' book: *Canada A Nation.*

Emphasis should be given to the general geography of Canada as it has influenced history. Maps should be used to help clarify historical developments and to understand contemporary Canada. As far as possible group and individual project methods should be used as in Grades 10 and 11.

Geography 010 15075210

Pupils' book: *Westward to Asia,* and four pamphlets: *The Middle East, India and Pakistan, China,* and *Southeast Asia.*

Geography 110 15175210

See material for Geography 010

Economics 011 15060711

Teaching Guide: Economics: Grade 11

Pupils' book: *Fundamentals of Economics*

The examination paper in economics in Grade 11 will contain one or more questions dealing with application of economic principles to present conditions in Nova Scotia and Canada generally.

Economics 111 15160711

Teaching Guide: Social Sciences: Grades 10 - 12

Pupils' book: *Living Today.*

Modern World Problems 012 15010412

The major aim of the course is to develop intelligent discussion of current world problems. Because of the rapid change in various aspects of international affairs, no prescribed textbook or basic reference material can be kept up to date. Therefore the textbook should be used as a source of background information for the discussion of problems, and the course should not degenerate into a routine study of the textbook.

Teaching Guide: Modern World Problems (Supplement to Social Sciences: Grades 10 - 12).

Pupils' book: *The Background to Current Affairs.*

The examination paper in modern world problems in Grade 12 will be a two and one-half hour paper. It will consist of twelve questions, of which the candidate will be required to answer any six. The paper will not be divided into sections.

Copies of *The Background to Current Affairs* distributed for 1969-70 were a revised edition. Both the old and the new editions should be used in the same classroom if necessary. Examination questions will be based on material and topics common to both editions.

Modern World Problems 112 15110412

Teaching Guide: Modern World Problems – General Course.

Pupils' book: *World Problems.*

Science Programs

Laboratory Certification, Natural Science.

Certification for laboratory work in the natural sciences applies only to schools having two or more high school departments. Instructions for marking laboratory work will be given to principals by divisional Inspectors of Schools.

Grade 10 BSCS And Alternative Courses

The Grade 10 BSCS Science Course may be offered only in schools whose teachers have had a summer institute in the BSCS program. All other schools will offer the alternative course.

Laboratory Books

Pupils must not write on or remove the perforated pages of the laboratory books supplied for use in Grade 11 and 12 physics, chemistry and biology.

Special Note

Students in Grade 11 who elect to take physics should also take mathematics.

Science 010 13027010

BSCS Science Course

Pupils' books: *BSCS Green Version High School Biology; BSCS Green Version Laboratory and Field Investigation.*

Teachers' book: *BSCS Green Version High School Biology, Teachers' Guide.*

The following experiements constitute a minimum laboratory program (Arabic numerals refer to experiments in laboratory manual): Chapter I, 1.1, 1.2, 1.3 (demonstration only),1.4, 1.5; Chap. III, 3-1; Chap. IV, 4.1, 4.2; Chap. V, 5.1 (fall project), 5.2; Chap. VI, 6.1; Chap. VII, 7.7; Chap. VIII, 8.1, 8.2, 8.3; Chap. IX, 9.1, 9.4 (depending upon locality); Chap. XII, 12.1, 12.3, 12.4; Chap. XIII, 13.1; Chap. XIV, 14.1, 14.4, 14.8; Chap. XV, 15.1, 15.2, 15.3, 15.5; Chap. XVI, 16.2,16.3; Chap. XVII, 17.13; Chap. XVIII, 18.3; Chap. XIX, 19.1.

Science Alternative Course 010 13026010

Pupils' Books: *The Science of Biology* (Vance, Miller): *Laboratory and Field Investigations.*

Teachers' book: *The Science of Biology, Teachers' Edition.*

The Assignment in *The Science of Biology* includes Chapters 1 - 13 (inclusive); *Chapters 14 - 18 are to be omitted;* Chapters 19 - 28 inclusive; *Chapters 29 and 30 are to be omitted;* Chapters 31 - 38 inclusive; Chapters 39, 40, 41 (at the discretion of the teacher); Chapters 42, 43, 44, 45 (optional at the discretion of the teacher); Chapters 60, 61, 62 (inclusive) (important for Grade 10). Chapters 46 - 59 are to be omitted.

The following problems from: *Laboratory and Field Investigations* (Miller & Vance) constitute a suggested laboratory program (see Correlation with Text Chapters – page 179 in laboratory manual):

A minimum of 15 problems should be done, however an average of 20 is reasonable. Problems that should be considered compulsory are marked with an asterisk.

3. Laboratory Prescription (Modified)

Part One	– Problem	1 (pg. 1)		
	– Problem	4 (pg. 10)	–	Insects other than Fruit Flies may be used if desired.
	– *Problem	5 (pg. 15)		
	– Problem	6 (pg. 15)		
	– Problem	9 (pg. 23)	–	(optional)
	– Problem	10 (pg. 27)		
Part Two	– *Problem	2 (pg. 32)	–	Should incorporate Field Trip.
	– *Problem	3 (pg. 36)	–	Should incorporate Field Trip in early Spring.
Part Three	– *Problem	1 (pg. 41)	–	Field Trip in Spring or Fall.
	– *Problem	3 (pg. 46)	–	Spring is an ideal time since so many native flowers are available: wild cherry, service-berry, various maples, etc.

Delete - Problems 4, 8, and 10 since not relevant to present prescription.

Problem 11 (pg. 74) – Although Key includes a number of trees not native all but a few of our trees are included. Keys in bulletins from Department of Lands and Forests are helpful supplements.

Part Four

–Section One

*Problem	1 (pg.	80)
*Problem	2 (pg.	81)
*Problem	4 (pg.	84)
*Problem	6 (pg.	88)

–Section Two

*Problem	1 (pg.	102)
*Problem	2 (pg.	104)
*Problem	3 (pg.	106)

– Section Three

*Problem	1 (pg.	114)	– Key in Grade 12 Lab. Book useful.

Add

Problem	15 (pg.	140)
Problem	17 (pg.	143)

Part Five

–Section One

Add Problem 2 (pg. 148)

Part Six

–Section Three

Add Problem 1 (pg. 175)

*** This should definitely be done in rural areas.**

Science 110 13126010

Teaching Guide – General Science: Grade 10

Pupils' book – *Living Things (1966 edition)*

Teachers' book – *Living Things, Teachers' Guide to the Program.*

The Assignment in *Living Things* is: Unit 1, Chapters 1 - 6; Unit II, Chapters 7 - 9; Unit III, Chapters 12 - 14; Unit IV, Chapters 18 - 20; Unit V Chapters 2l - 26; Unit VI, Chapters 27 - 33; Unit VII, Chapters 37 - 45, 47 - 49.

If students' experiments cannot be carried out, demonstrations and visual aids should be used.

Physics 011 13032011

Pupils' books: *Modern Physics* (l964 edition), Chapters 1 - 5, 8, 12 - 14 inclusive. *Laboratory Experiments in Physics* (l964 edition), a minimum of 10 experiments, the following being recommended; 2, 4, 6, 7, 10, 12, 16, 19, 20, 24.

It is suggested that schools begin the study of Grade 11 physics by doing unit No. 5 (Chapters 12, 13, 14). By doing this unit first, schools will have an opportunity to do the mathematics required for unit 1.

Chemistry 011 13031011

Pupils' books: *Modern Chemistry* (l970) Chapters 1, 2, 3, 4 (section 7 to end of chapter is optional), 5, 6, 7, 8, 9, 10, 11 (sections 14 and 15 are optional). Experimental Program 'A' – *Exercises and Experiments in Chemistry,* experiment numbers 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 17, 19, 20 OR Experimental Program 'B' – *Laboratory Experiments,* experiment numbers 1, 2, 3, 5, 6, 8, 9, 11, 13 14, 15, 19, 20, 22, 23.

OR

Pupils' books: *Chemistry: A Modern Course* (l971) Chapters 1, 2, 3, 4, 5 (omit sections 5:8 to end of chapter), 6 (omit sections 6:16 to end of chapter) 7 (optional), 8, 9, 10, 13, *Laboratory Chemistry* experiments numbers 1, 2, 3, 4, 5, 6, 8, 9, 10 (optional), 11, 12, 13, 14, 19, 20.

PSSC Physics 011 13032511

Pupils' book: *PSSC Physics and Laboratory Manual*

Teachers' book: *PSSC Physics, Teachers' Edition,* Parts I - IV.

The assignment in *PSSC Physics* is pages 1-314.

Laboratory program includes Part I: 1, 2, 3, 4, 5 and 6; Part II: 1 - 16 inclusive.

Chem Study Program 011 13031311

Pupils' book: *Chemistry Experiments and Principles and Laboratory Guide.*

Teachers' book: *Chemistry Experiments and Principles, Teachers' Guide.*

The assignment in the Chem Study Program is Chapters 1 - 9.

Laboratory Program includes experiments 1 - 24 inclusive.

Science 111 13140511

Teaching Guide: Earth Science: Grade 11 (General)

Pupils' books: *Modern Earth Science; Exercises and Investigations for Modern Earth Science.*

Teachers' book: *Modern Earth Science, Teachers' Edition.*

The Assignment in *Modern Earth Science* is pages 1 - 125; 143 - 164; 196-230; 231 - 404; 469 - 598.

Suggested laboratory program from Exercises and Investigations for Modern Earth Science is: Exercises 7, 8, 9 - 15, 16, 17, 20, 21, 23 - 27, 28 - 35, 36 - 52, 56, Investigation 32; Exercise 59, Investigations 41, and 44; Exercises 62, 63, and 65.

Physics 012 13032012

Teaching Guide: Physics: Grade 12

Pupils' books: *Modern Physics* (1964 edition), chapters 6, 7, 9, 10, and 15-25 inclusive; chapters 26 - 28 are optional and will not be required for examinations. *Laboratory Experiments in Physics* (1964 edition), experiments number 26, 27, 28, 29, 31, 43, 44, 45 or 46, 49, 50, 53, 54, 55, 57, 58, 60, 62, 65, 68, 69.

Chemistry 012 13031012

Teaching Guide: Chemistry: Grades 11 and 12.

Pupils' books: *Modern Chemistry* (1962 edition): Chapters 5, 9, 18, 22, 23 - 30, 32, 33, 38, 39, 42. *Laboratory Experiments in Chemistry,* experiments number 15, 16, 33, 34, 35, 36, 37, 41, 42, 47, 48, 49, 50, 51, 56, 57, 73, 74.

Biology 012 13026012

Teaching Guide: Biology: Grade 12

Pupils' books: *Modern Biology* (1965 Edition). Units 1 - 7 inclusive, deleting chapters 13, 14, 32, 36, 37, 39, 45, and 47. *Biology Investigations* from which the following laboratory exercises should be done:

Any two from: 1-1 Miscroscope-Demonstration, 4-1 Study of Cells–Laboratory; 5-1 Principles of Diffusion–Demonstration; 5-2 Diffusion and Osmosis + 23-2 – Demonstration; 5-3 Diffusion through Cell Membranes–Demonstration; 6-1 – Characteristics and Composition of Chlorophyll–Demonstration; 6-2 Photosynthesis–Demonstration; 7-1 Cellular Respiration; B-3 – Demonstration.

Any one from: 10-1 Chromosomes and Genes, B-1 – Laboratory; 8-1 Onion Root Tip Smear – Demonstrations.

Any six from: 16-3 Distribution of Bacteria A-1, 2 (Water Optional)–Laboratory; 16-4 Staining Bacteria, A-1 Laboratory; 17-1 Effects of Antiseptics on Growth of Bacteria, B-1 – Laboratory; 18-1 Unicellular Organisms, the Protozoans, A-1, 2, 3 Bacteria – Laboratory; 18-2 Responses of Unicellular Organisms to Stimuli, B-1 Section 1 – Laboratory; 19 -1 Structure and Distribution of Common Molds, A-1, 2–Laboratory; 19-2 Study of Yeast, A-1, Laboratory; 19-3 The Mushroom, A-1, 2 3–Laboratory; 20-1 The Algae, A-1, 2, 3, 4–Laboratory; 20-2 Diversity in Algae, B-1 – Laboratory.

Any six from: 21-1 The Mosses, A-1–Laboratory; 21-2 The Ferns, A-1, 2 – Laboratory; 23-1 Root Structure, A-1–Laboratory; 23-3 Phototropism and Geotropism in Plants, B-2–Demonstration: 24-1 Woody Stems; A-1, 2, 3–Laboratory; 24–2 Stem Tissues A-1, 2–Laboratory; 25-1 Tissues of the Leaf, A-1, 2–Laboratory; 26-3 The Fruit–A Matured Ovary, A-1, 2–Laboratory; 26-4 The Seed – A Matured Ovule, A-1–Laboratory; 26-5 Seed Germination–Demonstration.

Any four from: 27 -2 The Coelenterates, A-1–Laboratory; 28-1 Platyhelminthes, The Flatworm, A-1–Laboratory; 28-3 The Earthworm, A-1–Laboratory; 30-1 The Crustaceans, A-1, 3–Laboratory; 31-1 The Grasshopper, A-1, 2–Laboratory.

Any two from: 35-1 External Structure of Frog, A-2–Laboratory; 35-2 Dissection of Frog, A-1, 2, 3–Laboratory.

Any three from: 41-1 Chemistry of Digestion, A-1–Laboratory; 42-3, The Heart, A-1–Laboratory; 44-2 Sensory Receptors, A-1, 2–Laboratory; 44-3 Hearing and Equilibrium, A-1–Demonstration; 44-4 The Eye and Vision, A-1, 4–Demonstration.

PSSC Physics 012 13032512

Pupils' book: *PSSC Physics and Laboratory Manual*

Teachers' book: *PSSC Physics, Teachers' Edition,* Parts I–IV.

The assignment in *PSSC Physics* is pages 318-659, omitting chapters 30 and 31, pages 546-593.

Laboratory program includes Part III, 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13. Part IV, 1, 2, 3, 5, 6, 7, 9, 10, 13.

CHEM Study Program 012 13031312

Pupils' book: *Chemistry Experiments and Principles* and *Laboratory Guide.*

Teachers' book: *Chemistry Experiments and Principles, Teacher's Edition.*

The assignment in the CHEM Study Program is Chapters 10 - 18.

Laboratory Program includes experiments 25 - 40 inclusive.

BSCS Biology Lab Block 012

Pupils' books: *Animal Growth and Development; Life in the Soil; Animal Behaviour; Plant Growth and Development; Microbes, Their Growth, Nutrition and Interaction.*

Teachers' books: *Animal Growth and Development, Teachers edition; Life in the Soil, Teachers edition; Animal Behaviour, Teachers edition; Plant Growth and Development, Teachers edition; Microbes, Their Growth, Nutrition and Interaction, Teachers edition.*

Schools should cover 3 of the above listed lab blocks during the year. Each block takes about six weeks.

Science 112 13101012

Teaching Guide: General Science: Grades 10 - 12

Pupils' books: *Modern Physical Science* (1966 edition); *Exercises and Investigations for Modern Physical Science.*

Teachers' book: *Modern Physical Science, Teachers' Edition* (1966)

The assignment in Modern Physical Science is Chapters 1, 2, 3 (omitting parts C and D), 4, 5, 6, 7, 8, 9 and 15.

Suggested experiments from *Exercises and Investigations for Modern Physical Sciences* are: 1-1 Measurements, 1-3 Mixtures and Compounds, 2-1 Purification of Water, 4-1 Force Vectors, 4-2 Torque, 4-3 The Inclined Plane, 4-4 Specific Gravity, 5-2 Heat of Vaporization, 6-1 Speed of Sound, 6-2 Waves in a Ripple Tank, 7-1 Comparing Light Brightness, 7-2 Images Formed by Mirrors, 7-3 Images Formed by Lenses, 8-1 Electric Currents from Cells, 12-1 Evaporation, 12-2 Dew Point and Relative Humidity.

Geology 012 13042012

Teaching Guide: Geology: Grade 12

Pupils' book: *Elementary Geology for Canada*

Agriculture 110 01100010

Agriculture 111 01100011

Teaching Guides: Agriculture, Grade 10; Agriculture, Grade 11.

The appropriate material from the prescribed teaching manual.

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Mathematics Programs

Pupils taking Mathematics in Grades 10 and 11 must take both Algebra and Geometry. As noted under the Science prescriptions, pupils who elect Physics in Grade 11 should also take Mathematics.

Mathematics 010 11031010 11021010

Algebra 010; Geometry 010

Teaching Guide: Algebra: Grade 10

Pupils' books: *Algebra II; A Modern Course; Geometry* (Moise and Downs)

Teachers' books: *Algebra II; A Modern Course, Teachers' Annotated Edition; Geometry* (Moise and Downs), *Teachers' Edition and Solution Key.*

In *Algebra II: A Modern Course,* Chapter 1, Powers and Roots, has been carried forward from Algebra I and may be used as a review chapter at the beginning of the year. Chapter II, Quadratic Equations, optional in Algebra I, should be done in detail by all schools which omitted this work in Grade 9. The rest of the year's work will consist of Chapters 3 to 7 inclusive.

The assignment in Geometry is Chapters 1 - 19 inclusive, pages 1-262 inclusive.

Mathematics 110 11140010

Teaching Guide: General Mathematics, Grade 10

Pupils' book: *General Mathematics*

Teachers' book: *General Mathematics*

Mathematics 011 11031011 11021011

Algebra 011; Geometry 011

Pupils' books: *Algebra III; A Modern Course,* Chapters 1 - 7 omitting Chapter 3 and paragraphs 4.5, 4.6, and 4.7 of Chapter 4; *Geometry* (Moise and Downs), chapters 10; 11; 12 (omitting sections 7, 8 and 9); 14; 15; 16; 17.

Mathematics 111 11150011

Pupils' book: *General Mathematics II.*

Mathematics 012 11031012 11069012

Algebra 012; Coordinate Geometry and Trigonometry 012

Pupils' books: *Algebra, A Senior Course; Mathematics, Grade 12, Part I*

(mimeographed); *Coordinate Geometry and Trigonometry* (revised edition); *Matrices and Determinants.*

The assignment in *Algebra: A Senior Course* is chapters 3, 8, 12 and 13 omitting sections 106 and 107 (pages 232-235), section 111 (page 241), and sections 112 and 113 (pages 244-245). All problems in the C sections of the exercises are to be omitted.

The assignment in *Mathematics, Grade 12 Part I* is Chapters 1, 2, and 3.

In *Coordinate Geometry and Trigonometry,* Chapter XI, Ellipse and Hyperbola, is compulsory for 1971-72.

Mathematics 112 11150112

Pupils' books: *Canadian Business Mathematics,* Books 1 and 2.

The assignment in Canadian Business Mathematics, Book I, is Chapters 4, 10, 11, and 13; in Book 2, Chapters 1, 3, 6, 7, 9 and 11.

French

Teaching Guide

French: Grades 10 - 12

French 010 06028010

Pupils' books: *Cours Elémentaire de Français (Revised)*
or
Voix et Images de France 2ième dégré (first half)
or
Le Français International (first half)
or
Ici on parle français (level 4)

The assignment in *Cours Elémentaire de Français* is lesson 22-38 inclusive, with a review of previous work as necessary.

French 011 06028011

Pupils' book: *Cours Moyen de Français (Revised)*
or
Voix et Images de France - 2ième dégré (second half)
or
Le Français International (second half)
or
Ici on parle français (level 5)

The assignment in *Cours Moyen de Français* is lessons 1-20 (pages 1-208) inclusive, with a review of previous work as necessary.

French 012 06028012

Pupils' book: *Deuxième Cours de Français*

The assignment in *Deuxième Cours de Français* is Lessons 11-35 (pages 239-448) inclusive with a review of previous work as necessary. The reading text in each lesson and the Lectures Supplementaires from part of the reading assignment for the grade. Teachers may use *Eight French Stories* pages 12 - 21 and 49 - 103, copies of which should be in the school, as a source of sight reading. Selections from *Eight French Stories* will not appear on the June or supplementary examinations.

German

German 010 06029010

Teaching Guide: German 10

Pupils' books: *Beginning German: Ubungsbuch; Verstehen und Sprechen.*

Teachers' book: *Verstehen und Sprechen, Teachers' Edition.*

The assignment in *Beginning German* is pages 1-100; Die Ziet, pages 173-176. Optional Sections IV (Questions) of each chapter to be used at the discretion of the teacher. This type of exercise is covered fully in *Verstehen und Sprechen,* of which chapters 1 to 13 (pages 1-160 inclusive) are to be done.

Ubungsbuch is a consumable edition to be used as directed in *Verstehen und Sprechen. Teachers' Edition.*

Audio-lingual tapes to accompany *Verstehen und Sprechen* may be secured from Audio-Visual Services, Department of Education, Blowers Street, Halifax, N.S. A fee of $37.95 will be charged for twenty-three 600-foot tapes (one lesson per tape) and $33.60 for twelve 1200-foot tapes (two lessons per tape).

German 011 06029011

Teaching Guide: German: Grade 11

Pupils' books: *Beginning German; Verstehen und Sprechen; Sprechen und Lesen, Ubungsbuch.*

Teachers' books: *Verstehen und Sprechen, Teachers' Edition; Sprechen und Lesen, Teachers' Manual.*

The assignment in *Beginning German* is pages 101 - 108, and page 188, Section C. Optional sections IV (Questions) of each chapter to be used at the discretion of the teacher. This type of exercise is covered fully in *Verstehen und Sprechen,* of which chapters 14 to 20 (pages 161-263 inclusive) are to be done, and in *Sprechen und Lesen* of which chapters 1 to 8 (pages 1-131 inclusive) and Grammar Topics 1 to 9 (pages 227-243), 16 to 20 (pages 253-263) and 26 to 30 (pages 175-282) are to be done. Grammar Topics 14, 15, 31, and 32 may be used for review.

Ubungsbuch (consumable edition) to be used as in Grade 10.

German 012 06029012

Teaching Guide: German: Grade 12

Pupils' books: *Beginning German: Sprechen und Lesen; Lesen und Denken.*

Teachers' books: *Sprechen und Lesen, Teacher's Manual; Lesen und Denken, Teacher's Manual.*

The assignment in *Beginning German* is pages 182-221. Optional sections IV, (Questions) of each chapter to be used at the discretion of the teacher. This type of exercise is fully covered in *Sprechen und Lesen* of which all the sections not prescribed for Grade 11 are to be covered, and in *Lesen und Denken* of which the following pages (accompanied by the Exercises beginning on page 213) are to be covered: pages 1-8, 25-47, 53 and 54, 95-118, and 185-212; remainder is optional. Grammar references (pages 247-305) may be used for review.

Latin

Teaching Guide

Classics: Grades 9-12

Latin 010 06011010

Pupils' book: *Latin for Canadian Schools – A New Approach*

Prescription: Lessons 14 - 35 inclusive.

Latin 011 06011011

Pupils' book: *Latin for Canadian Schools – A New Approach*
Prescription – Lessons 36-56 inclusive

The Dolphin Latin Reader
Prescription – pages 1-74 inclusive

Latin 012 06011012

Pupils' books: *Living Latin: Selected Latin Readings.*

The assignment in *Living Latin* is lessons 47-60 inclusive. The continuous reading passages must be a regular part of the work.

The material in *Selected Latin Readings* is Section 1, Part III; Section 2, Parts III and IV; Section 3, Parts I and III.

Home Economics Programs

Teaching Guides

Home Economics – Grade 10; Home Economics – Grade 11; Home Economics – Grade 12; (These guides may be obtained from the Consultant, Home Economics, Department of Education, Box 578, Halifax.)

Home Economics 010 09001010
Home Economics 011 09001011

Three units are included in the course content: Unit I – A Study of Foods, Unit II – A Study of Clothing and Unit III – Home and Community Living.

Pupils' references: *Family Meals and Hospitality; Clothing Construction and Wardrobe Planning; The Family* by Meiklejohn; *Home Management and Nutrition.*

Home Economics 012 09001012

The course content includes: Unit I – The Family; Unit II – Child Care and Guidance; Unit III – Housing and Home Management; Unit IV – Food for the Family; Unit V – Clothing for the Family; Unit VI – Family Health.

Pupils' references: *Your Life in the Family; The Family* by Meiklejohn; *Dollars and Sense.*

Home Economics 110 09101010
Home Economics 111 09101011
Home Economics 112 09101012

Three units are included in the course content:

Unit I – Food
Unit II – Clothing
Unit III – Home and Community Living

Pupils' references: *Clothing Construction and Wardrobe Planning; Family Meals and Hospitality; Families* by Erwin; *Home Management and Nutrition; Dollars and Sense.*

Industrial Arts Programs

Teaching Guides

Courses of Instruction in Industrial Arts for the Senior High School Level.

Pupil References

Basic Technical Drawing: Automotive Mechanics;
Building Construction Materials and Methods.

Industrial Arts 010	10111010	10116010	10130010
Industrial Arts 111	10111011	10116011	10130011

The appropriate material in the teaching guides.

Industrial Arts 110	10111010	10116010	10130010
Industrial Arts 111	10111011	10116011	10130011
Industrial Arts 112	10111012	10116012	10130012

See prescriptions for Industrial Arts 010 and 011, above.

Physical Education Programs

Teaching Guides

Physical Education: Part I – Aims and Objectives, Organization and Administration.

Physical Education: Part II – Instructional guides for individual, dual and group activities.

Physical Education 010	08040010
Physical Education 011	08040011
Physical Education 012	08040012

The appropriate material in the teaching guides.

Physical Education 110	08140010
Physical Education 111	08140011
Physical Education 112	08140012

See prescriptions for Physical Education 010, 011, 012, above.

Art

The emphasis should be on developing artistic literacy, art appreciation, and, with increased specialization in depth, giving the student a solid foundation upon which to pursue an artistic career if he so desires.

Teaching Guides

Guides for these courses are availabe on request from the Consultant in Art, Department of Education.

Students may take Art 010 or 110 in either Grade 10, 11, or 12.

Art 010 or 110 is a prerequisite for taking Art 011 or 111. Art 011 or 111 may be taken in either Grade 11 or 12.

Art 012 or 112 may be taken in Grade 12 only after completing Art 010 or 110 and Art 011 or 111.

Art 010 02027710

A foundation course with emphasis upon drawing, painting and design. The pupil is taught the concepts of form, space and color through problems in varied materials, The study of works of art is given considerable emphasis.

Art 110 02127710

A foundation course with emphasis on ceramics (pottery), weaving, drawing, painting, sculpture and graphic design (commercial art), and the study of works of art.

Art 011 02027711

In this course the student learns to use various new media. Emphasis is upon graphics, painting, three-dimensional work, ceramics and the study of works of art.

Art 111 02127711

A continuation of Art 110 with advanced techniques in ceramics, drawing, painting, sculpture, and print-making. Jewellery making, design problems and film making introduced. Study of works of art continued.

Art 012 and 112

The student may take any two of the following related to his special interests:

Ceramics (one half year) (if kilns and facilities are available) 02024212 or 02124212

In ceramics the student continues the study of creative process in slab and coil construction, throwing on the potter's wheel and casting. Emphasis is upon form, design and texture in creating pottery and ceramic sculpture.

or

Painting (one half year) 02026012 or 02126012

Working in watercolor and oil media, the student discovers creative solutions to assignments based upon direct observation of nature, still lifes and other subject matter. The student will be expected to do outside preparation (drawing and sketching).

or

Sculpturing and Modelling (one half year) 02029012 or 02129012

The student will explore three-dimensional form in both the carving and modelling approaches in diverse media, such as wood, clay, plaster, epoxy, wire and soapstone.
Art 012 and 112 will continue to include study and evaluation of the visual arts.

or

The Design Sequence (one half year) 02023612 or 02123612

To include work in problems of design in such areas as illustration, layout, interior design, fashion design, theatre design, weaving and stitchery.

Business Education

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Business Education

Physical Education, Library, Activities.

It is recommended that an adequate program in Physical Education be included in the time-table of all classes. See the Teaching Guide: *Physical Education Part I* – Aims and Objectives, Organization and Administration: *Part II* – Instructional guides for individual, dual, and group activities.

It is also recommended that in Business Education some time be alloted to library and to extra- or co-curricular activities.

One Year Programs

Stenography

Teaching Guide: *Stenography – One - Year Course*

(By adding General or University Preparatory English and History, the Stenography courses may be adapted to a two-year program).

Course	Time Allotment
Shorthand and Transcription 212 or 213	25%
Typing and Office Practice 212 or 213	25%
Bookkeeping and Business Mathematics 212 or 213	15%
English, Spelling, Correspondence 212 or 213	15%
Office Procedures (Theory) 212 or 213	8%
Business and Economic Problems 212 or 213	6%
Physical Education 212 or 213	3%
Special Activity	3%

NOTE: The numbering 212 indicated that the student is taking the course following Grade 11. The numbering 213 indicates that the student is taking the course following Grade 12.

Shorthand 212 or 213 03240012 or 03240013

Minimum standard: New material dictated at 80 w.p.m. for three minutes and transcribed at 15 w.p.m. with 75 per cent of the letters mailable. This standard should be achieved three times. Addresses are not included in the time allowed for dictation, and need not be taken in shorthand. Transcription time includes proof-reading. Mailable copy is a letter with no errors or with errors which have been acceptably corrected.

Pupils' books: *Diamond Jubilee Series* (Canadian Edition), *Gregg Shorthand; Students' Transcript of Gregg Shorthand; Gregg Dictation; Gregg Transcription; Gregg Speed Building.*

Teachers' books: *Students' Transcript of Gregg Dictation; Students' Transcript of Gregg Transcription; Teacher's Handbook of Gregg Shorthand; Teacher's Handbook of Gregg Dictation; Teacher's Handbook of Gregg Transcription; Transcript of Gregg Speed Building; Instructor's Handbook of Gregg Speed Building; Most Used Shorthand Words and Phrases; Gregg Shorthand Dictionary (Pocket Ed.); Dictation for Transcription; Speed Dictation with Previews in Gregg Shorthand.*

or

Pupils' books: *New Basic Course in Pitman Shorthand; Workbook for New Basic Course in Pitman Shorthand; Progressive Skill Development, Correlated Dictation and Transcription; Developing Shorthand Skills; Pitman Secretarial Shorthand.*

Teachers' books: *Key to Progressive Skill Development: Key to New Basic Course in Pitman Shorthand; Pitman's English and Shorthand Dictionary; Developing Shorthand Skills (Longhard Ed.); Practical Dictation and Transcription; (Longhard Ed.); Pitman Secretarial Shorthand (Teachers Longhard Ed.).*

Typing 212 or 213 03250012 or 03250013

A minimum speed of 45 w.p.m. on a five-minute test on new material, with no more than five errors, is required before any passing grade can be given. For direction for grading consult the teaching guide (pages 4 and 5) and P and I Release No. 12, 1965-66.

Pupils' books: *20th Century Typing,* Canadian 9th Edition, Complete Course; Laboratory Materials for Parts 1 and 2, 3, and 4; Typing Power Drills, (2nd Ed.).

Teachers' books: *Teachers' Manuals for 20th Century Typewriting* – Canadian 9th Edition.

or

Pupils' books: *Gregg Typing, 191 Series, Book 1, Canadian Edition; Learning Guides and Working Papers for Parts 1 and 2 of Book 1. Gregg Typing, 191 Series – Book 2, Canadian Edition; Learning Guides and Working Papers for Parts 1 and 2 of Book 2; Typing Power Drills (2nd Ed.).*

Teachers' books: *Teachers' Manuals for Gregg Typing, 191 Series, Books 1 and 2, Canadian Editions.*

Bookkeeping 212 or 213 03230012 or 03230013

Pupils' books: *20th Century Bookkeeping and Accounting, Introductory Course, 23rd Canadian Edition; Supplementary materials for the 23rd Edition include Working Papers and Study Guides; Spencer Practice Set.*

Teachers' books: *Teachers' Manual and Key for 23rd Canadian Edition of 20th Century Bookkeeping and Accounting, Introductory Course.*

.or

Pupils' books: *Elements of Accounting: A Systems Approach* with Working Papers and Projects, Parts 1 and 2.

Teachers' book: *Instructors' Source Book and Key for Elements of Accounting: A Systems Approach.*

Business Mathematics 212 or 213 03210012 or 03210013

Pupils' books: *Business Mathematics: Exercises, Problems and Tests,* Revised Canadian Edition.

Teachers' books: *Teachers' Key to Business Mathematics: Exercises, Problems and Tests,* Revised Canadian Edition.

or

Pupils' book: *Canadian Business Mathematics, Book 1.*

or

Applied Business Mathematics (Canadian Edition)

Business English, Correspondence and Spelling 212 or 213 03260112 or 03260113

Pupils' books: *Business and Communication, 3rd Edition (Canadian); Workbook for Business English and Communication, 3rd Edition (Canadian).*

Teachers' book: *Teachers' Manual and Key for Business English and Communication, 3rd Edition (Canadian).*

Pupils' books: *Modern Business English, 4th Edition; Business Correspondence in Practice.*

Teachers' book: *Key to Business Correspondence in Practice.*

Office Procedures 212 or 213 03260512 or 03260513

Pupils' books: *Business Filing and Records Control (Canadian Edition), Filing Office Practice Set (Canadian Edition) to accompany Business Filing and Records Control; Complete Course in Office Practice (3rd Edition) with Business Forms.*

Teachers' book: *Teacher's Manual and Key*

Business Economics 212 or 213 03230012 or 03230013

Pupils' books: *Business Fundamentals, 2nd Edition; Workbook for Business Fundamentals.*

Teachers' book: *Teachers' Key to Business Fundamentals.*

Accounting

Teaching Guide

Accounting: One Year Course

(By adding General or University Preparatory English and History the Accounting courses may be adapted to a two year program.)

Course	Time Allotment
Bookkeeping and Business Mathematics 212 or 213	42%
Typing and Office Practice 212 or 213	15%
English, Spelling, Correspondence 212 or 213	15%
Commercial Law 212 or 213	8%
Office Procedures (Theory) 212 or 213	8%
Business and Economics Problems 212 or 213	6%
Physical Education 012 or 013	3%
Special Activity	3%

Typing 212 or 213

03250112 or 03250113

A minimum speed of 40 w.p.m. on a five-minute writing test on new material, with no more than five errors, is required before any passing grade can be given. For directions for grading, consult the teaching guide (pages 4 and 5).

Pupils' books: *20th Century Typewriting, Canadian 9th Edition, Complete Course, Laboratory Materials for Parts 1 and 2.*

Teachers' books: *Teachers' Manual for 20th Century Typewriting, Canadian 9th Edition.*

or

Pupils' books: *Gregg Typing 191 Series, Book 1, Canadian Edition, Learning Guides and Working Papers for Part 1 and 2 of Book 1.*

Teachers' book: *Teachers' Manual for Gregg Typing, 191 Series, Book 1, Canadian Edition.*

Bookkeeping 212 or 213

03210012 or 03210013

Pupils' books: *20th Century Bookkeeping and Accounting, Introductory Course, 23rd Canadian Edition;* Supplementary Materials for the 23rd Edition include *Working Papers and Study Guides; Spencer Practice Set. 20th Century Bookkeeping and Accounting, Advanced Course, Canadian 23rd Edition;* Supplementary materials for the Advanced Course include *Working Papers and Study Guides,* and, *Practice Set.*

Teachers' books: *Teachers' Manual and Key for 20th Century Bookkeeping and Accounting, Introductory Course. Teachers' Manual and Key for Advanced Course.*

or

Pupils' books: *Elements of Accounting; A Systems Approach* with Working Papers and Projects; *Elements of Accounting:* Advanced Course with Working Papers and Projects.

Teachers' books: *Instructors' Source Book and Key for Elements of Accounting – Introductory and Advanced.*

Business Mathematics 212 or 213 03210012 or 03210013

Course and textbook similar to business mathematics in the Stenography; One-Year Program.

or

Applied Business Mathematics (Canadian Edition)

Business English, Correspondence, and Spelling 212 or 213 03260212 or 03260213

Course and textbooks similar to business English, correspondence, and spelling in the Stenography: One-Year Program.

Office Procedures 212 or 213 03260512 or 03260513

Course and textbooks similar to Office Procedures in Stenography: One-Year Program.

Business Economics 212 or 213 03230012 or 03230013

Course and textbooks similar to business economics in Stenography: One-Year Program.

Commercial Law 212 or 213 03290012 or 03290013

Pupils' books: *Canadian Law, Revised; Workbook for Canadian Law, Revised.*

or

Pupils' books: *Fundamentals of Canadian Law with Study Guide.*

Teachers' book: *Teachers' Solutions Manual.*

or

Pupils' book: *Law: A Case Study Approach*

Two Year Clerical Program

Teaching Guide

Business Education: Two–Year Clerical Program.

FIRST YEAR

Course	Time Allotment
English (General or University Preparatory) 011 or 111	18%-21%
History (General or University Preparatory) 011 or 111	12%-15%
Typewriting 211	15%-18%
Business Mathematics 111	12%-15%
General Business 211	9%
Office Practice 211	9%
Activities	6%
Physical Education 011	3%
Library	3%

English 011 or 111

As in English 011 or English 111 (see page 57-58)

History 011 or 111

As in History 011 or History 111 (see page 59)

Typewriting 211 03250011

Pupils' books: *20th Century Typewriting, Canadian 9th Edition, Complete Course; Laboratory Materials for Parts 1 and 2; Typing Power Drills (2nd ed.).*

Teachers' books: Teachers' Manual for *20th Century Typewriting,* Canadian 9th Edition.

OR

Pupils' books: *Gregg Typing,* 191 Series, Book I, Canadian Edition; Learning Guides and Working Papers for Parts 1 and 2 of Book I; *Typing Power Drills* (2nd ed.).

Teachers' books: *Teachers' Manual for Gregg Typing 191 Series, Book I, Canadian Edition.*

Business Mathematics 111 11150111

Pupils' books: *Canadian Business Mathematics, Book I, Graded Exercises in Rapid Calculation.*

Teachers' books: *Teachers' Key to Canadian Business Mathematics,* Book I, Teachers' Key to *Graded Exercises in Rapid Calculation.*

Teaching Guide: Business Mathematics. (Two Year Clerical Course)

General Business 211 03230111

Pupils' book: *General Business for Everyday Living,* 3rd Edition.

Teachers' book: Teachers' Manual and Key for *General Business for Everyday Living,* 3rd Edition.

or

Pupils' book: *General Business and Consumer Fundamentals.*

Teachers' book: Teachers' Sourcebook and Key.

Office Practice 211 03280111

Pupils' books: *Business Filing and Records Control* (Canadian Edition); *Filing Office Practice Set for Business Filing and Records Control* (Canadian Edition); *Personality and Human Relations,* 2nd Edition.

Teachers' books: Teachers' Manual for *Business Filing and Records Control* (Canadian Edition); Final Examination for *Business Filing and Records Control* (Canadian Edition); Instructor's Guide for *Personality and Human Relations,* 2nd Edition.

SECOND YEAR

Course	Time Allotment
English (General or University Preparatory) 012 or 112	18%-21%
World Problems (General or University Preparatory) 012 or 112	9%-12%
or History (General or University Preparatory) 012 or 112	12%-15%
Typewriting 212	15%-18%
Business English 212	12%-15%
Record Keeping 212	12%-15%
Office Practice 212	9%
Activities	6%
Physical Education 012	3%
Library	3%

English 012 or 112

As in English 012 or English 112 (see page 58).

History 112 or 012

As in History 012 or 112 (see page 59).

Modern World Problems 012 or 112

As in Modern World Problems 012 or Modern World Problems 112 (see page 60).

Typewriting 212 03250012

Pupils' books: *20th Century Typewriting,* Canadian 9th Edition, Complete Course; Laboratory Materials for Parts 3 and 4; *Typing Power Drills* ((2nd ed.).

Teachers' books: Teachers' Manual for *20th Century Typewriting,* Canadian 9th Edition.

OR

Pupils' books: *Gregg Typing, 191 Series, Book 2,* Canadian Edition: *Learning Guides and Working Papers* for Parts 1 and 2 of Book 2; *Typing Power Drills* (2nd Ed.).

Teachers' books: Teachers' Manual for *Gregg Typing, 191 Series, Book 2,* Canadian Edition.

Business English 212 03260212

Pupils' books: *Modern Business English,* 4th Edition; *Business Correspondence in Practice,* 3rd Edition; *Spelling Drills and Exercises Programmed for the Typewriter.*

Teachers' books: Instructors' Guide for *Modern Business English,* 4th Edition; Teachers' Key for *Business Correspondence in Practice.* 3rd Edition.

Record Keeping 212 03230712

Pupils' books: *General Record Keeping,* 5th Edition: *Student Activity Guide and Working Papers* for Parts I and II of *General Record Keeping,* 5th Edition.

Teachers' books: Teachers' Manual and Key for *General Record Keeping,* 5th Edition.

Office Practice 212 03280112

Pupils' books: *How to Use Adding and Calculating Machines,* 3rd Edition; *Complete Course in Office Practice,* 2nd Edition: *Typewriting Office Practice,* 4th Edition.

Teachers' books: Teachers' Manual and Key for *How to Use Adding and Calculating Machines,* 3rd Edition; Teachers' Manual and Key for *Complete Course in Office Practice,* 2nd Edition; Teachers' Manual for *Typewriting Office Practice,* 4th Edition.

OR

Pupils' books: *Complete Course in Office Practice* (3rd ed.) with Business Forms.

Teachers' book: Teachers' Manual and Key.

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Le Programme Français
Des Ecoles Acadiennes

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Le Programme Français
Des Ecoles Acadiennes

PRIMAIRE

Bientôt Je Lirai
Bébé, Marie et Jean
Le Cahier Pour Bébé, Marie et Jean

On s'efforcera au moyen d'un enseignement oral d'améliorer la langue parlée en introduisant les notions de la science, de la musique, des arts de l'hygiène et de la culture physique. On fera de même en présentant les mathématiques.

Il faut multiplier les exercices de phonétique auditive. La récitation soignée de rimes, de poésies enfantines et de chants est recommandée dans le Guide du Maître.

1 ière ANNEE

Qu'il Fait Bon Chez Nous
Le Cahier pour Qu'il Fait Bon Chez Nous

L'enseignement oral des matières sans texte sera présenté dans un langage sans faute et les élèves devront répondre correctement en enrichissant progressivement leur vocabulaire.

Le professeur doit continuer les exercices de phonétique et s'inspirer des nombreux exercices de perfectionnement sugérés dans le Guide du Maître.

La lecture supplémentaire est fortement recommandée en tenant compte des aptitudes de l'élève.

2 ième ANNEE

La Porte est Ouverte
Le Cahier pour la Porte est Ouverte

On continuera l'enrichissement du vocabulaire en présentant les différentes matières. La phonétique conserve toujours sa place dans l'étude des mots. Par le répétition de certaines formes communes l'élève observe les particularités les plus usuelles de la grammaire sans toutefois être à retinir des règles rigides.

3 ième ANNEE

Histoires et Contes Amusants
Le Cahier pour Histoires et Contes Amusants
Initiation à Expression Française

Le lecture fournit à l'élève un moyen d'enrichir ses connaissances et une occasion de bien parler. Initiation à Expression Française apporte une variété d'exercices fort utiles qui doivent être présentés d'une façon intéressante. Il faudra choisir ce qui convient davantage à des élèves qui doivent constamment s'efforcer d'améliorer leur expression orale.

4 ième ANNEE

Le Trésor des Jeunes Conteurs
Le Cahier pour Le Trésor des Jeunes Conteurs
Expression Français No. 1.

Il faut soutenir les efforts pour enrichir le vocabulaire qui entrera dans une conversation soignée. Le français écrit acquiert plus d'importance car on exige des phrases bien faites qui reflètent les exigences grammaticales élémentaires. Tout exercise sera soigneusement motivé. Pour plusieurs élèves il ne sera pas possible de voir toute le matière qui est présentée dans les dux manuels.

5 ième ANNEE

Le Bon Temps

La lecture continue à améliorer la conversation. Même si tous les morceaux ne sont pas vus en classe il faut intéresser les élèves à lire par eux-mêmes en leur présentant le matériel approprié dont dispose la bibliothéque.

Expression Française No. 2

L'avant-propos indique à quelle fin il faut employer le manuel. Suivant les exercices oraux on entrainera les élèves à écrire un paragraphe intéressant où figure une expression soignée.

6 ième ANNEE

Aux Quatre Vents

On choisira les selections le plus appropriées au besoin des élèves qui à ce stage doivent comprendre assez facilement les lectures auxquelles ils sont exposés. On aura soin de disposer du matériel qui favorise la lecture supplémentaire.

Expression Française No. 3

Le paragraphe doit prendre des dimensions qui reflètent la lecture abondante et bien présentée. Les régles générales de la grammaire sont observées dans les récits et respectées dans les rédactions.

7 ième ANNEE

La Vie Canadienne

En moyenne six sélections (poésie au prose) seront étudiées chaque mois au choix du professeur, compte tenu de l'intérêt des élèves. On recommande des exercices de vocabulaire et de compréhension ainsi que d'autres devoirs qui enrichiront la lecture.

Mon Livre de Français No. 5

Les lectures, le jeu des mots, la famille du mot, la grammaire, les dictées, doivent être étudiés d'aprés le programme tracé dans les tranches du manuel. Une rédaction de a) phrases, b) paragraphes ou c) récits au moins une fois chaque semaine est indispensable. Ordinairement ce travail sera requis de l'élève mais à l'occasion il peut devenir un effort commun de toute la classe qui emploie le tableau noir.

8 ième ANNEE

Vers L'Avenir

En moyenne six sélections (poésie au prose) seront étudiées chaque mois au choix du professeur qui tiendra compte de l'intérêt des élèves. On recommande des exercices de vocabulaire et de compréhension ainsi que d'autres devoirs qui enrichiront la lecture.

Mon Livre de Français No. 6

Les lectures, le jeu des mots, le vocabulaire, la grammaire, les dictées doivent être étudiés en suivant le programme tracé dans les tranches du manuel. On exigera un travail de rédaction chaque semaine en variant autant que possible la forme requise: phrases, paragraphes, dialogues, etc.

9 ième ANNEE (COURS ACCELERE)

Lectures Litteraires, Tome 1

Au moins 20 morceaux choisis seront étudiés au cours de l'année. (Voir guide plus complet).

Mon Livre de Français, No. 7, Série A

On consacrera deux mois à l'étude de chaque cycle. Puisque la matiére est abondante il faudra faire un choix judicieux de ce qui convient davantage à l'élève. Le travail de rédaction exigera plus de soins de la part des étudiants. On encouragera les élèves à présenter trois travaux d'appréciation de livres tirés de la liste approuvée. Supplémentaire: deux romans au choix de chaque district bilingue.

10 ième ANNEE (COURS ACCELERE)

Lectures Litteraires, Tome 11

Au moins 20 morceaux choisis seront étudiés au cours de l'année. (voir guide plus complet).

La Narration

Textes et exercices de vingt leçons non marquées d'un astérisque.

A ce stage l'élève doit étudier les figures de style en profondeur. Le professeur dirigera des exercices de diction tous les jours et invitera quelques compositions orales deux au trois fois la semaine. Une dictée et une rédaction où l'on tient compte de la variété des aptitudes seront présentées chaque semaine. Au moins trois travaux d'appréciation de livres de lecture seront requis. Supplémentaire: deux romans au choix de chaque district bilingue.

11 ième ANNEE (COURS ACCELERE)

Lectures Litteraires, Tome III (Projet Pilote)

Au moins 20 morceaux choisis seront étudiés au cours de l'année. (Voir guide plus complet).

Pièce de théâtre: Le Jeu de L'Amour et du Hasard

La Narration

Le programme comprend les parties étoilées des quinze premières leçons.

Les textes fournissent une occasion de revoir les règles fondamentales de la grammaire.

Des exercices réguliers viseront à améliorer la prononciation.

Chaque semaine les élèves participeront à une variété d'exercices écrits qui enrichiront leur facilité de s'exprimer correctement.

Au moins trois travaux d'appréciation de livres de lecture seront requis. Supplémentaire: deux romans au choix de chaque district bilingue.

12 ième ANNEE (COURS ACCELERE)

Le Français au Secondaire

Au moins 30 morceaux choisis seront étudiés au cours de l'année. (Voir guide plus complet.) Le texte contient une variété d'exercices littéraires et grammaticaux qui enrichiront les connaissances de élève. On continuera les exercices de langue parlée ainsi que les compositions écrites. Au moins trois travaux d'appréciation de livres de lecture seront requis: Pièce littéraire: Le Grand Meaulnes. Supplémentaire: deux romans au choix de chaque district bilingue.

COURS REGULIER 10e, 11e, et 12e

Les programmes sont semblables à ceux de cours accéléré, sans toutefois les approfondir au même degré.

Manuels:

10e année: Lectures Littéraires Tome II
La Narration
Supplémentaire: deux romans

11e année: Lectures Littéraires Tome III (projet pilote)
La Narration
Supplémentaire: deux romans

12e année: Le Français au Secondaire Tome I
Supplémentaire: deux romans

LE COURS GENERAL

Les élèves de ce cours doivent surtout s'efforcer d'améliorer leur expression orale sans toutefois négliger le français écrit à un niveau pratique et suivant l'intérêt manifesté par les individus. Les professeurs auront à leur disposition des livrets d'émissions scolaires (Parlons Mieux) des livrets de bon parler, des journaux, des revues d'actualité, etc.

Votre surintendent dispose d'un guide plus complet qui suggère une variété d'activités dont vous pourrez vous inspirer.

10 ième ANNEE (COURS GENERAL)

Plaisir de Lire
Un peu de Nouveau
Supplémentaire: deux romans au choix

1. Etude d'une trentaine de personnalités françaises présentée oralement.

2. Etude d'une vingtaine de textes choisis dans le Manuel.
3. Diction, bon parler, vocabulaire, orthographe et dictées.
4. Rédactions courtes et pratiques.
5. Rapports à la suite de livres lus.
6. Travaux centrés sur des journaux et revues.

11 ième ANNEE (COURS GENERAL)

Conteurs de Canada et de la France
Arsène Lupin
Supplémentaire: deux romans au choix

1. Etude d'une trentaine de personnalitées françaises présentée oralement.
2. Etude d'une vingtaine de textes choisis dans le manuel.
3. Diction, bon parler, vocabulaire, orthographe et dictées.
4. Rédactions courtes et pratiques.
5. Rapports à la suite de livres lus.
6. Travaux centrés sur des journaux et revues.

12 ième ANNEE (COURS GENERAL)

Les Belles Histoires du Canada et de la France
Invitation à Lire
Passeport au Français
Supplémentaire: deux romans au choix

1. Etude d'une trentaine de personnalités françaises presentée oralement.
2. Etude d'une vingtaine de textes choisis dans le manuel.
3. Diction, bon parler, vocabulaire, orthographe et dictés.
4. Rédactions pratiques et intéressantes– paragraphe, lettre, rapport, etc.
5. Rapports à la suite de livres lus.
6. Travaux centrés sur des journaux et revues.

Les guides du maître:

Bebé, Marie, et Jean; Qu'il Fait Bon Chez Nous; La Porte est Ouverte; Mon Livre de Français – 5; Mon Livre de Français – 6; Mon Livre de Français – 7; Guide du Maître, Lectures Littéraires, Tome 1; Guide du Maître, Lectures Littéraires, Tome II.

Authorized Textbooks For Auxiliary Classes

Reading and Language

Pupils' Books:

Getting Ready to Read Workbook
Our Dog Workbook
A2 About King – Reader and Workbook
B2 About Mary and Bill - Reader and Workbook
C2 About Friends – Reader and Workbook
D2 About Friends – Reader and Workbook
E2 About Things at Home – Reader and Workbook
F2 About Going Away – Reader and Workbook
G2 Come Along – Reader and Workbook
H Ready to Help – Reader and Workbook
12 Making Friends – Reader and Workbook
J2 Something to Do – Reader and Workbook
K World of Wonder – Reader and Workbook
L Enjoy the Seasons – Reader and Workbook
M Things to Believe – Reader and Workbook
AA3 Something New – Reader and Workbook
BB3 Among Friends – Reader and Workbook
CC3 Gather Around – Reader and Workbook

Teachers' Books:

Manual Getting Ready for Functional Basic Reading – Level I
Manual Beginning Functional Basic Reading – Level II
A Functional Basic World List for Special Pupils.

All of the above texts form a developmental functional basic reading series for teaching mentally limited children in our Auxiliary Classes. This series differs from conventional readers in three important aspects:

1. Words are introduced at a slower rate, with less complexity, and the repetition is greater.

2. Chronological, social and mental ages are reconciled in the format and content due to the fact that simpler vocabulary is combined with a relatively more mature, sophisticated text.

3. In each class the pupils can be grouped according to their reading skills with each group having a different reader.

A 'Functional Basic Word List' has been used as the basis for the series.

Desirable social skills and aptitudes are worked into the stories so that the reading program can be incorporated early and naturally into the total core program for the children in these classes.

Teachers' manual Level I is the guide for teachers which defines the reading readiness preparation program.

The teachers' manual Level II defines the program and methodology for beginning readers.

Readers for Occupational Education (Senior Auxiliary) Pupils:

Level I The Job Ahead – Textbook
Set of Exercise Books
Teachers' Guide

Level II The Job Ahead – Textbook
Set of Exercise Books
Teachers' Guide

Level III The Job Ahead – Textbook
Set of Exercise Books
Teachers' Guide

The New Rochester Occupational Reading Series provides both reading instruction and information about the world of work for those students who will seek employment upon leaving school. Mature in content but scaled to vocabulary ability, the series emphasizes, in story form, the attitudes and skills that lead to success on the job and in society. Exercise books match the text levels and provide for further development in reading skills, vocabulary, and proper occupational attitudes.

These readers form a three-year program with Level I for the pupils with the lower reading skills: Level II with slightly higher reading skills; and Level III for those with a higher reading skill. The stories in each book are identical in content but differ in vocabulary. It is recommended that the classroom teachers order Level I and Level II at the present time, leaving Level III until they have made a complete assessment of all the Occupational Education children in their classes.

Mathematics

Elementary School Mathematics Program – Book Primary, Book I, Book II, with accompanying workbooks.

Science

Teachers' Editions as outlined for Grade Primary to 6 inclusive, q.v. for textbooks. No science texts are prescribed for the pupils.

Program Outlines

Revised editions of the program outline will be distributed from the School Book Bureau when they become available.

Appendix I

CREDIT FOR SPECIAL COURSES

ARTS, CRAFTS

Students studying Art and Crafts in outside institutions for credit in senior high school grades will be granted credit provided that by October of each year

(1) The art course or courses are approved by the Department of Education. Outlines for art courses in the senior high school grades may be secured from the Art Consultant, Department of Education.

(2) Principals, Supervisors, or Superintendents forward a statement listing the qualifications of the art teacher to The Art Consultant, Dep - artment of Education, P. O. Box 578, Halifax and that the art teacher's qualifications meet with the approval of the Department of Education.

(3) The school is in a position to supply the necessary materials and facilities, and the Department of Education has the privilege of examining the work done by students in any school, and of assessing its quality.

Teachers who hold a Teaching Certificate, Class 5 Art Specialist (PC II) or higher shall be considered automatically qualified to teach high school art.

Provided these conditions have been met, the marks at the end of the year, for students wishing credits in Grade 12, should be reported by the institution at which the course is taken, or by the special teacher, on forms to be secured from The Regestrar, Department of Education. These forms must be completed and returned to the Registrar not later than June 30.

COMMERCIAL COURSES

The privilege of counting any of the commercial courses for high school credit is dependent on the school's offering a full program in commercial subjects. Consequently, a course such as business English may not be offered for credit on provincial certificates unless it constitutes part of a regular commercial course, both. one and two year programs. Marks assigned by teachers in schools offering a full program in commercial courses will be accepted for credit in these courses in Grade 12, provided the commercial department is approved by the Department of Education. Such marks should be reported on a basis of 50% being a pass. Specific information on marking is contained in the teaching guides–*Accounting* and *Stenography* and in the guide, *Two Year Clerical Program.*

It is important that notice be given to the Department of Education before October 1 if students are taking any of the courses covered by this note.